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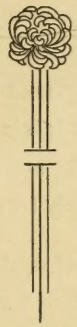
Outline for the Teaching of

HOME MAKING



Prepared by

THE MERRILL-PALMER SCHOOL

DETROIT, MICHIGAN

1922

These outlines for a general course in Home Making were developed by the Merrill-Palmer School working in co-operation with other local educational agencies. The first work was done in the Continuation School where the course was presented as a regular part of the curriculum. Miss Nellie Clark, the principal, also Miss Jessie M. Cousins and Miss Edith Silk, two of the teachers who presented the class work, by their cordial co-operation, suggestions and adaptations have rendered a definite service which we wish to acknowledge.

The outlines have been further developed during this present year through the work done with several groups of girls at the Convent of the Good Shepherd, and also at St. Leo's High School where the course is required of all ninth grade girls. We wish to acknowledge our indebtedness to the teachers in these schools, both for the opportunities offered and the hearty support given.

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Plan for Teaching Home Making Course

Since the "Commission on the Reorganization of Secondary Education in its report on Cardinal Principles of Secondary Education includes *worthy home membership* and *vocation* among the seven objectives of education essential in the education of every boy and girl,"* it becomes the responsibility of educators to see that such training is provided. The following outlines developed as an elementary home making course are based upon the idea expressed by the Commission and are intended to be suggestive of a type of work which may be offered to all girls, either as a basis for further and more intensive work, or where only a limited amount of training is possible, as for example in part time schools.

The aim of all home making education is, or should be, first of all to establish standards of judgment and ideals of achievement that will function, and enable the girl not only to lead a more effective life but to see herself as a member of a group with definite social and economic responsibilities. These standards and ideals are first of all personal—that is, they are related to the individual, and should help her to make a wiser use of her time, strength and money. Such training should enable the girl to keep herself mentally, morally and physically in a state of health and attractive well-being. It should also help her to see her relationship to her job and to other individuals. This involves a recognition of her social significance. Since her family and her home is the group with which she is now in most intimate contact, and since she may eventually be responsible for the establishment of a family of her own, she must be brought to an understanding of the importance of that group, and of her membership in it. She must recognize in the home a co-operative group organized and maintained for the protection and development of individuals, and an institution fundamental in the welfare of the race. Along with this responsibility should come also a recognition of responsibility as a member of the larger groups of the municipality, the state, and the nation. These are fundamental aims and in that sense are basic home economics. Further training may be more highly specialized and may concern itself with those things which we have been in the habit of considering elementary—that is, with the development of techniques which enable the girl to perform certain tasks commonly performed in the home.

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*Bul. No. 35, 1918, U. S. Bu. of Ed.

Quotation from Bul. No. 5, 1922, U. S. Bu. of Ed. "Re-organization of Home Economics in Secondary Schools."

Since the home does not adequately provide this training, it has become a recognized function of the school. Educators have long realized the desirability of Home Economics for girls, and it has been quite generally provided for them. Unfortunately those responsible for the curriculum have too often not had a realization of the breadth and significance of Home Economics and have in consequence limited the training to a few girls, and the type of training to the development of techniques.

When technical training can be so used as to bring before the pupil some of the fundamental concepts of home economics already referred to, then it may be regarded as valuable elementary training. If it does not do this it fails in one of its biggest educational opportunities. It is not intended to imply that manual training in the household arts and sciences is not of educational value in itself. It may develop muscular control, dignify labor, create an interest in household processes, and give definite training in the performance of these processes. However, technical courses in applied art and science which are of definite educational value in themselves are not generally available to these elementary groups. The tendency is, all too frequently, to emphasize technical instruction as an end in itself and as the sum total of home economics education, without at the same time teaching the broader and more vital principles.

With these ideas in mind an elementary course in home economics has been developed by the Merrill-Palmer School in co-operation with the Public Schools and certain Parochial Schools of this City, for use in any elementary or secondary school. It has been found advisable to develop the work in a series of unit lessons, because in some groups, for example continuation school classes, there is irregularity of class personnel. The unit class also seems desirable from the standpoint of interest. A number of these single units may be combined to form a short unit course. The elementary course is divided into four short courses which may be presented and selected as seems best. The four short unit courses are: 1—The Home and Family; 2—Clothing, selection, function, purchase and care; 3—Food, its function, selection, preparation and service; 4—Health, physical, mental and ethical.

A series of detailed outlines has been prepared to cover these courses. The outlines present subject matter, a list of suggestive questions and a list of illustrative material and references. No effort has been made to divide the subject matter into set lessons since it is undoubtedly much better that each teacher should be left free to select, arrange, and develop the work as she sees fit, and as best meets the needs of her class.

The unit on the home and family is based on a study of the family income, its source, character and use. With this as a basis the organization and function of the family may be studied, and the responsibilities and contributions of the various members of the family may be brought to the attention of the girl. Further discussion on the use of the family income brings to her attention the many demands on the family purse and helps to create in her a sense of responsibility for the use of money. In connection with this phase of the work, a bedroom and living room were fitted up by the pupils in the school building. Furniture new and second hand was purchased. Some of this the pupils painted, stained, waxed and re-upholstered. They made curtains and rugs and arranged the furniture in the rooms. These practice rooms then provided material for further work in the selection and arrangement of furniture, the care of the house, the function of the bed-room and the care of the bed-room and bed. The furniture that was purchased and refinished by the pupils could without doubt have been sold, as there were many requests concerning it. It is now being used to furnish other rooms in the Merrill-Palmer School building.

Recognizing the modern tendency to buy clothing ready-made rather than to make it in the home, the clothing unit has been planned to develop judgment in their selection, purchase and care. The lessons have been made concrete and interesting by bringing in quantities of garments of various types and in varying quality to be used as illustrative material. Part of this material was purchased and retained as a permanent exhibit, to which other garments are added from time to time. The exhibits are so chosen that a wide range of cost, type, and degree of desirability is presented. The pupils are allowed to handle these garments and to make judgments for themselves. All sorts of related matters are brought up in the class discussion, such as the relation of clothing to health and to ethics.

The aim of the unit in food has been to present the elements of human nutrition in such a way that the student may recognize the relation between food and health and be able to keep her body in good physical condition. In order to enlist the interest of the pupil the subject has been approached first from the standpoint of personal appearance. The points emphasized have been the classification and selection of foods according to function, and the selection, preparation, service, and cost of meals for individuals and for the family.

The work in preparation and service of food requires some laboratory equipment. The meal is used as the basis, so that all preparation is in family sized portions and all service is at a table in family style. This arrangement, when it is at all possible, is much to be preferred to the routine and altogether

artificial laboratory practice of individual portions cooked and eaten by the individual pupil. Preparation of food must be recognized as only one phase of the subject, and not the most essential one, since many people eat food who never prepare it. Where no laboratory facilities are possible the work in nutrition can and should be given to all pupils and not to a limited group. Home Projects may take the place of laboratory work in any of these units, providing adequate supervision is possible.

The fourth unit, "Health," may be presented through a consideration of personal appearance. The relation of diet to health may be first made clear in this connection. Personal cleanliness and its relation to appearance and to physical well being is easily understood by the pupil. A question much more difficult to approach is that of attitude and character. The effect of personality on personal appearance, and on one's popularity offers a means of discussing this matter without undue or undesirable emphasis. Special care of the body, such as care of hands, nails, hair and teeth; the use of deodorants; the effect of health on the color and character of hair and skin; as well as the habits which will be effective in maintaining a state of health are all subjects for discussion and demonstration in this connection. A permanent exhibit of materials used as deodorants, including the simple household mixture of cornstarch and soda, as well as a wide variety of commercial preparations, was purchased for class demonstration. A simple manicure outfit is also a part of the material purchased for this course.

In all the work as much concrete material as possible has been used for illustration. The lessons have been informal and free discussion has been encouraged to its fullest extent, since it is rather through an interchange of ideas than through any didactic decision of the teacher that standards and ideals may best be developed. The function of the teacher is to direct the thought through suggestive questions and thus aid in preventing formation of wrong standards.

I. Unit Course—Clothing.

General Aim: To develop standards and judgment in the selection, purchase, care and use of clothing.

1. Importance of Clothing—Outlines No. 8, 9, 10, 11, 12, 13.

2. Selection of hose—Outline No. 8.

3, 4. Selection of underwear—Outline No. 9.

5. Selection and use of corsets—Outline No. 10.

6. Selection of shoes and hygiene of feet—Outline No. 11.

7. Selection of outergarments—Outline No. 12.

8. Color and line in dress—Outline No. 13.

9. Care and cleaning of clothing—Outline No. 12.

10. Accessories of dress—Outline No. 12.

11. The family clothing problems—Outlines No. 1, 8, 9, 10, 11, 12.

12. Planning the wardrobe—Outline No. 12.

II. Unit Course—Health.

General Aim: To create a personal ideal that will lead to the development of health habits, mental, moral and physical.

1. Personal appearance—controlling factors—Outline No. 6.

2. Cleanliness—physical—use of cosmetics and deodorants —Outline No. 6.

3. Care of hands and nails—Outline No. 6.

4. Care of hair—Outline No. 6.

5. Diet and health—Importance of Diet—Outlines No. 6, 7.

6. Choice of foods—Outline No. 7.

7. Elimination of Waste—Outline No. 7.
   water,
   food,
   exercise.

8. Care of teeth—Outline No. 6.

9. Posture—relaxation—Outline No. 6.

10. Attitude—mental and moral—Outline No. 6.

11. Recreation and development—physical and mental—Outline No. 6.

12. Air and sunlight—Outlines No. 5 and 6.

III. Unit Course—The Home and Family.

General Aim:—To develop the girl's interest in her home, its function and organization and to give her ideas and ideals as a basis for home membership and the possible foundation of a home of her own.

1. The family income—its source and character—Outline No. 1.

2. The family—its importance, function and basis of organization—Outline No. 1.

3. Contributions and responsibilities of members of family —Outline No. 1.

4. Use of the family income—budget—Outline No. 1.

5. Selection of a house—Outline No. 2.

6. The Kitchen—Outline No. 4.

7. The Bed-room—Outline No. 5.

8. Selection of furniture—Outline No. 3.

9. Arrangement of furnishings—Outline No. 3.

10. The use of Decorative objects—Outline No. 3.

11. Other items of the budget—Outlines No. 1, 2, 3.

12. Use of time and strength—Outline No. 4.

IV. Unit Courses—Food.

General Aim:—To give the girl sufficient elementary information about food and nutrition so that she may choose intelligently and economically and develop good health habits.

1. The function of food in the body—Outline No. 7.

2. Classes of food according to function—Outline No. 7.

3. Food games to learn classification—Outline No. 7.

4. Food and health—anaemia, constipation, decayed teeth, over and under-weight, malformation, rickets.

5. Combinations of food in meals—Outline No. 7.

6. Analysis of own food habits—daily charts—Outline No. 7.

7. Food for children—Outline No. 7.

8. Cost of food—Family or individual—Outline No. 7.

9. Low cost food—Outline No. 7.

10. Selection of meals in public eating places—Outline No. 7.

11, 12. Preparation and service of meals—home project—Outline No. 7.

Outline No. One

THE FAMILY

AIM: To develop an appreciation of the importance of the home and of family life, and to train girls for worthy home membership.

SUGGESTIVE LESSONS:

1. The family income—source and character.
2. Budgeting the family income.
3. The family as a cooperative institution.
   members of the family
   responsibility of members
   contribution of each member to family life.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
I. The family A. Importance of family 1. Fundamental social group 2. Bearing on all other social groups	What is a family? Why do you wish to remain with your family?	Ellwood— "Sociology and Modern Social Problems," American Book Co.
B. Functions of family 1. Rearing of children a. Physically (1) Food (2) Protection (3) Development	What advantages do you receive by being a member of a family? Of what advantage are you to your family?	Devine— "The Family and Social Work," Association Press, 124 E. 28th St., New York City. Abel— "Successful Family Life on a Moderate Income," Lippincott Co.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. Mentally c. Morally	Of what importance is your family to the State; to the nation?	
2. Sympathy and understanding	If you and your sister had a quarrel and didn't speak for a week, what effect would this have on your family?	Caroline Hunt— "Home Problems," Whitcomb & Barrows, Boston, Mass.
3. Cooperation	Suggest a remedy.	
a. Working together for common good	What should be the relationship between brothers and sisters?	Richardson— "The Woman Who Spends," Whitcomb & Barrows.
b. Exchange of services		
C. Maintenance of family	How is your family supported?	
1. Father's share a. Financial support	What besides money does your father contribute to the home?	Haviland— "Character Training in Childhood," Small, Maynard & Co., Boston, Mass.
b. Services— Household services Repair	What can the father do to help the mother?	
c. Protection		
d. Companionship e. Care of children	What besides earn money does the father do for the children?	
f. Heredity Health—mental physical moral	Do fathers always contribute their share to the family life?	
g. Training the children	How would this knowledge affect your judgment of a man whom you expect to marry? What do you consider the most important qualification?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
2. Mother's share a. Service (1) Feeding the family (2) Care and training of children (3) Protection of children (4) Care of the house (5) Management of finances (6) Creation of home atmosphere (a) Happiness (b) Sociability (c) Companionship	What are the duties of the mother in the home? How does the mother earn a share of the family income? What do you consider the most important responsibilities of the mother to her family? What besides service does the mother contribute to the home?	Kling— "Education for Social Efficiency," Appleton. Problem: Calculate your mother's income if she were paid for all the work she does.
b. Money (1) Occupation of mother outside the home (a) Need for earning (b) Effect on woman (c) Effect on family (2) Earning at home, Boarders, etc. (a) Desirability (b) Effect on family	What is your opinion of mothers being employed outside the home? When may it be necessary? Discuss Mothers' Pension. What is it and why does the state consider it necessary? Could a mother add to the family income and yet not be obliged to find employment outside the home? How? Which would you consider best? Why?	
3. Older children a. Financial (1) Self supporting (a) Entirely (b) In part	What effect may "boarders" have on the family life?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(2) Assistance to parents (3) Assistance to brothers and sisters b. Services (1) Assist parents (2) Assist other members of the family (3) Assume some responsibility c. Choice of an occupation	Ann—16 years old—oldest child of family of seven. Shall Ann go to work or stay in school? Why? Which will pay better in the end? If Ann goes to work will she stop her education? Why, if she goes to work, should she go to school also? Why is the state interested in keeping you in school? Discuss Continuation School— Why is it? What is it? What should it do for the pupils? When you choose an occupation what things will you consider? What do you do with the money you earn? Discuss the following: Giving your mother all your money. Giving your mother none of your money. Giving your mother part of your money and buying lunches, carfare, clothing, etc., with the rest. Are you self-supporting? What does it mean to be self-supporting?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
4. Younger children a. Money (1) When to earn (2) When not to earn (3) Why earn	Can the younger members of the family earn money? How? When may it be wrong to allow the younger children to earn? What shall they do with the money?	
b. Service (1) Help themselves (2) Help parents (3) Care for other children	What can the little brother or sister do to help in the home?	
II. Spending the family income A. Mother does buying B. Father does buying C. Common purse D. Budget system E. Training children in buying 1. Allowances 2. Consultation before making purchases F. Family Budget 1. Food 2. Shelter 3. Clothing 4. Health 5. Recreation 6. Education 7. Benevolence	Why should every member of the family help the others? For what is the money spent that is earned in your family? Who does the spending? What are the advantages or disadvantages when the money is spent by the father? When the money is spent by the mother? When the money is spent by both the father and mother? Suggest ways to manage the money so that both the father and mother share in the spending. Is your father or your mother better trained for their job? Where did your father get his training? Where did your mother get her training? Where can you get training for home making?	Tabor— "The Business of the Household," Lippincott Co., Philadelphia, Pa. Atwood— "How to Get Ahead," Bobbs, Merrill, Indianapolis, Ind. Donham— "Spending the Family Income," Little, Brown & Co., Boston, Mass.

Outline No. Two

HOUSING THE FAMILY

AIM: To develop wholesome ideas of family life through a study of the house.

SUGGESTIVE LESSONS:

1. The choice of a home—size, location, cost.
2. Rented homes vs. owned homes.
3. Local laws governing housing.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
I. Housing the family A. Choice of a house 1. Size a. Number of rooms (1) No. of bed-rooms (2) Living rooms (3) Service rooms	Are there any laws which regulate the amount of room in which a family may live? What are they in your community? What is the object of the housing code?	"The Cost of Shelter," Ellen H. Richards, Wiley & Sons Co.
b. Storage space (1) Clothes closets (2) Kitchen supplies (3) Other storage	Who makes these laws?	Housing Code of your City. Sanitary Law of your City.
c. Size of rooms (1) Space for furnishings (2) Space for comfort (3) Space for privacy	What laws are there in the housing code which regulate the size of the rooms? Which regulate light and ventilation? Kind of buildings used for dwellings? Sanitation? etc.	
2. Cost a. Relation to income b. Rented houses (1) Unsettled residence (2) Real Estate values (3) Cost of renting (a) Upkeep (b) Interest on capital	How much does your house cost a month?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(c) Water rent c. Owning a home (1) Feeling of ownership (2) Investment (3) Cost (a) Mortgage (b) Interest (c) Taxes (d) Upkeep (e) Water rent	What percentage of the entire income is the rent? Will it be cheaper to rent or to buy? What is a mortgage? How is a mortgage paid?	"Business of the Household," Tabor, Lippincott Co. "Housewifery," Balderston, Lippincott Co.
	Would the money paid monthly on the mortgage be all the house would cost to the buyer? What other items?	"Household Management," Terrill, American School of Home Economics, Chicago.
	What are the advantages of renting? Disadvantages?	
	What are the advantages of owning one's home? Disadvantages?	"Manual of Home-Making," Van Rensselaer, Rose & Cannon, MacMillan Co.
	Why do some landlords object to renting to families with children? Is this ever a reasonable objection? Why?	
3. Location a. Accessibility to place of employment b. Nearness to car c. Nearness to school and church d. Nearness to markets	How will a family decide where to (buy, rent) their home? How can they judge of the neighborhood into which they are moving?	"Shelter and Clothing," Kinne & Cooley, MacMillan Co.
	Will a house in the other end of the city at $10.00 less rent be cheaper than one near the father's place of employment? How much cheaper?	"Household Arithmetic," Ball & West, Lippincott Co.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
e. Neighborhood (1) Character (2) Sanitation (3) Noise (4) Nuisances (5) Public utilities (a) Streets (b) Sewers & water (c) Light & protection	Why will a house in a nicer neighborhood cost more than a similar house in another location? Which do you consider of greatest importance? 1. Nice Neighborhood. 2. Large house. 3. Convenient house, (plumbing, etc.)	
4. Sanitation a. Plumbing (1) Running water (2) Sewerage (3) Sink (4) Toilet and bath b. Safe water c. Light and air	What conveniences will you demand?	
5. Privacy a. Sufficient rooms b. Necessary doors and blinds c. Housing code	Which do you consider the most desirable, a bed room for each person or one for every two boys or girls of the family? Why? What provisions are made by the housing code for privacy?	
6. Attractive appearance a. Clean house b. Clean surroundings c. Good architecture (1) Simplicity (2) Honesty	How does outward appearance influence your choice of a house?	
d. Interior (1) Number and arrangement of rooms (a) Convenience (b) Attractiveness (c) Privacy (2) Kitchen (a) Equipment (b) Convenience (c) Ventilation	What things would you look for inside the house before making your selection? What relation should bed rooms have to —one another —bath room —living rooms What is a convenient kitchen?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(3) Light and air	In what condition would you expect to find a house into which you were moving?	
(4) Decorations (a) Floors (b) Woodwork (c) Walls		
7. Heating system	Would you be able to tell anything about the former tenants from the condition of the house? What?	
	What are the advantages and disadvantages of following heating systems for houses: 1. Stove 2. Furnace 3. Hot water	"Physics of the Household," Lynde, MacMillan Co.

Outline No. Three

FURNISHING THE HOUSE

AIM: To develop an interest in the home and to teach the principles of selection, arrangement and care of house furnishings through the actual furnishing of a practice apartment or practice room.

SUGGESTIVE LESSONS:

1. Color in house furnishing. Co-operation with Art Department.
2. The importance and treatment of the background.
3. Renovating old furniture—Practical application by renovating some piece of school room equipment.
4. The arrangement of furnishings—Demonstrate by rearranging rest room, office or other room equipment.
5. The use of Decorative objects—Practical application—arrangement of decorative scheme in class room.
6. Pictures—How to choose and use them.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
I. Importance of right background Walls a. Setting for other furnishings 1. Plain surface—inconspicuous good background	What purpose do walls serve in a room? Which will make a better background for furnishings and why? 1. Plain or figured paper 2. Bright blue or soft tan plain paper.	Samples of wall paper, plain neutral colors: Tans Grays Blues Yellows

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
2. Spotty patterns—conspicuous distracting	If you used a figured paper in a room what difference would it make in the way you furnished it?	Broken surface Imitation grass cloth, Mottled papers
3. Neutral color		
b. Effect on room		
1. Size of room	In what rooms might figured papers be most satisfactory? Why?	Pattern papers Good all over designs, Chintz pattern
(a) Plain walls make a room seem larger		
(b) Recessive colors make room seem larger	What things would influence your choice of a color for walls?	Poor backgrounds Conspicuous colors in plain surfaces
2. Light	What color would you choose for a dark bed room, a sunny living-room? Why?	
(a) Light wall covering reflects light		
(b) Yellows make room seem lighter	Of what kind of walls would you tire most quickly? Criticize your class room walls.	Magazine illustrations of rooms: 1. With good backgrounds 2. With poor backgrounds
Floors		
a. Inconspicuous—color designs of floor covering	How are floors finished? What kind of floors do you consider most attractive in appearance?	Illustrations of walls and floors: Armstrong Cork Co., Linoleum Dept., Lancaster, Pa.
b. Darker in tone than walls		
c. Care of floors	How would you care for floors that are varnished?	
1. Should be easy to clean	What is a dustless mop?	Sherwin-Williams Co., Cleveland, Ohio.
2. Must not show soil easily		
d. Floor finishes		
1. Warm oil—simple, wears well, not attractive		

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
2. Paint—simple, wears badly	How would you suggest fixing old floors that are unattractive?	Alabastine Co., Grand Rapids, Mich.
3. Grained floors—ugly imitation—wear badly	What is your opinion of painted wooden floors? Grained wood?	
4. Varnished floors—very satisfactory if varnish is good quality	Would it pay to buy a cheap varnish for floors? Why?	
5. Wax—easily applied, easily renewed		
Floor coverings a. Napped rugs 1. Brussels 2. Wilton 3. Axminster 4. Chenille 5. Oriental b. Woven rugs 1. Wool (Navajo, etc.) 2. Grass 3. Flax 4. Rags	What is the purpose of a rug? How does this purpose influence your choice of a rug? Would you prefer a cheap brussels rug or a grass rug at about the same price, for your living room? What in your opinion constitutes a beautiful rug? Are all expensive rugs beautiful? Why? Where do oriental rugs come from? How are they made? How are they used by the people who make them? How is this different from the treatment we give an oriental rug? Where does the flax come from that is used to make rugs? Why is this flax not woven into cloth? Discuss rag rugs as to: appearance; use; serviceability; and cost in time and money.	Problem: Make a braided or knitted rag rug for the bed room or living room of the practice house, or office of the building. Calculate the cost and compare with commercial rugs.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
	Do you consider it worth while to make rugs at home or not? When may it be a waste of time?	
II. Fixing up old furniture a. Painting 1. Requisites of furniture to be finished (a) Good lines (b) Good construction—(substantial) (c) Inexpensive wood 2. Types of finishes (a) Paint (1) Covers wood (2) Comparatively cheap (3) Easy to apply (b) Enamel (1) Hard, smooth surface (2) Easily cleaned (3) More costly than paint (4) Less easily applied (c) Varnish (1) Glossy, transparent surface (2) Expensive (3) Difficult to apply (4) Easily marred (d) Wax or oil (1) Inexpensive (2) Easily applied (3) Easily replaced (4) Attractive finish (5) Bring out natural beauty of wood	How might one fix up old furniture to make it look more attractive? Does it always pay to fix up old furniture? How would you determine whether a piece of furniture were worth the time and money necessary to fix it over? If you wished to refinish some furniture and did not know how to do it, where could you go for information? What kind of finish would you use in refinishing an old walnut dresser? Why not paint it? What types of finish are most suitable for furniture that is made of good wood? What other factors would influence you in your choice of a finish?	Problem: Furnish an apartment or at least one room in the school building or elsewhere. 1. Refinish some old furniture a. Enamel b. Stain and wax or oil References— Publications from: Sherwin-Williams Co., Cleveland, O. Boston Varnish Co., 31 Everett, Station 49, Boston, Mass. Save the Surface Campaign, Room 632, The Bourse, Philadelphia, Pa. Pratt & Lambert Varnish Products, 617 Tonawanda St., Buffalo, N. Y.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. Furniture Covering 1. Renewing upholstery	Can you suggest anything besides refinishing that may make unsightly furniture attractive?	Problem: Reupholster or make slip covers for chairs for practice room.
2. Loose pads or cushions	When would it be safe to attempt to upholster at home? When should this work be done by a professional?	Illustrative material— Upholstery materials Tapestry Cretonne Denim Velour
3. Slip covers (a) Made professionally (b) Made at home	Over what types of furniture might "slip covers" be used? Can satisfactory slip covers be made at home?	Slip cover materials Denim Linen Cretonne Chintz Muslin
c. Removing useless or ugly decoration 1. Removing glued on carving 2. Removing ugly parts (a) Side board tops (b) Dresser standards, etc.	Is really good furniture ever spoiled by added ornaments? How might this fault be corrected? Why object to carving that is glued on to the surface of a piece of furniture? How is this different in effect from carving that is done on the wood itself?	
III. Arrangement of Furniture a. According to function 1. Determine use of each article 2. Place where it will best serve this purpose 3. Place in the position in which it serves best 4. Group together furniture that is used together	How would you decide where to put an article of furniture in a room? What would you think about before placing an easy chair in your living room? What pieces of furniture might be conveniently grouped with a living room table?	Problem: Arrange the furniture in the practice room keeping in mind 1. Function of furniture 2. Feeling for space 3. Feeling for orderly arrangement

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. According to form 1. Relating furniture to room (a) Large pieces placed flat against the wall (1) Take up less room (2) Become a part of the room	Would you prefer to place a piano cat-a-corner in a room or flat against the wall? Why?	References: "Interior Decoration," Parsons, Doubleday, Page & Co. "House Furnishing & Decoration," McClure & Eberlein, McBride. "The House in Good Taste," Elsie de Wolfe, The Century Co.
(b) Lines of furniture related to lines of room (1) Orderly arrangement (2) Restful affect (3) Furnishings inconspicuous	Some people think it is "artistic" to place furniture, table covers, etc., diagonally. What is your opinion? What is the effect of a room in which the furniture is placed diagonally across corners, etc., of a room in which the furniture is so placed that it is related to the lines of the room or of some other piece of furniture?	"Interior Decoration,"—Roff, MacMillan Co. "The Home and the Family," Kinne & Cooley, MacMillan Co. "Shelter & Clothing," Kinne & Cooley, MacMillan Co. "Furnishing the Home of Good Taste," Throop, McBride Publishing Co. "House Furnishing," Quinn. "A Manual of Home Making," Van Rensselaer, Rose & Canon, MacMillan Co. "The Decoration of Houses," Edith Wharton-Ogden Codman, Jr., Scribners.
2. Relating furnishings to one another (a) Grouping according to use. (b) Grouping for appearance.	Can a room be too formal in arrangement?	Bulletins: "Home Furnishings," H. Ec. Bul. No. 7, Iowa State College of Agr. & Mech. Arts, Ames, Ia.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
IV. Selection of new furniture a. Type of furniture 1. Purpose 2. Suitability to purpose b. Design 1. Logical (a) Expressive of function 2. Simple (a) Not ornate 3. Beautiful (a) Good proportion (b) Good lines (c) Pleasing decorations (1) Related to structure (2) Do not interfere with use (3) Interesting in appearance c. Cost 1. Inexpensive types of furniture (a) Simple designs (b) Inexpensive wood ex. kitchen furniture—stained or painted (c) Unfinished furniture (d) Second hand furniture (1) Antiques (2) Used modern furniture d. Relation to room	If you were choosing a new piece of furniture what things would you think about? Could you consider a chair beautiful when it is not comfortable to sit in? Would you prefer simple or elaborate furnishings in your home? Why? Is one type necessarily more costly than the other? What is the distinction between decoration and ornamentation? What do you understand by the term "good lines?" If you were furnishing a house and trying to keep the cost as low as possible what types of furniture might you select? What is the difference between cheap furniture and inexpensive furniture? Would you feel it an economy to buy "cheap" furniture? Would you advise an apartment house dweller to buy heavy overstuffed furniture? Why?	Living Room Second-hand furniture refinished and upholstered by class. 1 Oak arm chair. 2 Walnut straight chairs. 1 Walnut rocker. 1 Walnut side table, refinished. 1 New kitchen table with drop leaves—stained and waxed to match other furniture. 1 Sanitary couch and pad. 1 Burlap and cretonne couch cover made by class. Pillows and table covers to match. Unbleached cheese cloth curtains. 1 lamp—shade made in class. 1 brown crex rug.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
e. Relation to other furnishings	What are the purposes of the living room? List the things the members of the family may do there. What provision will be made in the well furnished room to provide for each of these functions? What are the advantages of buying furiture in suites? The disadvantages? Is it necessary that all the furniture used in one room match exactly?	

Outline No. Four

THE KITCHEN

AIM: To teach the efficiency of thoughtful planning and arrangement through the study of the kitchen, and to interest the girl in her own home.

SUGGESTIVE LESSONS:

1. The kitchen, its function and furnishing.
2. Kitchen arrangement—convenience and efficiency.
3. Cleaning the kitchen—home project.
4. Planning to save time—home project.
   rearrange home kitchen and count time saved.
5. Management of kitchen problems.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
A. Functions of kitchen I. Preparation and service of food II. Washing dishes III. Storage—food utensils dishes kitchen linens cleaning supplies	Why do you consider the kitchen of such great importance? Make a list of the things that are done in the kitchen. Why must especial attention be given to the matter of cleanliness in the kitchen?	"The Efficient Kitchen," Child, McBride Book Co. "Manual of Homemaking," Van Rensselaer, Rose & Canon, MacMillan Co.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
B. Requirements I. Cleanliness a. Surfaces easily cleaned b. Cross ventilation c. Sunlight II. Convenience a. Equipment 1. Plumbing 2. Gas or electricity fuel light b. Arrangement 1. Short distances 2. Wall space for equipment, etc.	Of what relation to cleanliness in the kitchen is: 1. The number of windows 2. The location of the windows 3. The kind of fuel used 4. Running water a. hot b. cold 5. Sink With two windows in the kitchen would you prefer them on the same or opposite sides of the room? Why? What is a convenient kitchen? Do you consider a small kitchen more or less desirable than a large one? Why? Which do you consider of greater importance in a kitchen plenty of wall space or plenty of floor space? How does the number of doors and windows affect the amount of wall space in a kitchen?	"Housewifery," Balderston, Lippincott Publishing Co. Bulletins: "Planning & Equipping the Kitchen," Iowa State College, Ames, Iowa. "The Farm Kitchen as a Workshop," Barrows, Farmer's Bulletin, U. S. Dept. of Agr. "Saving Time & Strength in Housekeeping," Barnett, College of Agr., West Virginia Univ., Morgantown, W. Va.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
		Bulletins—Cont'd
III. Equipment a. Fixed 1. Sink 2. Stove 3. Refrigerator 4. Cupboards 5. Pantry	What doors are frequently found in the kitchen? Can you suggest any way to reduce this number? List the equipment which it is desirable to have built in the kitchen. List all other desirable furniture.	"Planning & Equipping the Home Kitchen," Iowa State College of Agr., Ames, Iowa. "Farm Home Conveniences," Reese, Farmer's Bulletin, No. 927, U. S. Dept. of Agr. "The Kitchen," Oregon Agr. College, Corvallis, Oregon.
b. Movable 1. Table 2. High stool 3. Step ladder stool 4. Chair 5. Fireless cooker (?) 6. Cabinet 7. Chest of drawers 8. Ironing board & irons	Select a floor plan for a house and locate in the kitchen the following equipment: 1. Sink 2. Stove 3. Table 4. Storage—Supplies Utensils China Cutlery Linen 5. Refrigerator 6. Chair In locating equipment consider: 1. Light on working surfaces, day and night 2. Distance to be traveled between working spaces 3. Perform following duties and trace route: a. Clear dining table and wash dishes b. Prepare mashed potatoes and serve	Draw a floor plan of your kitchen and draw to scale the pieces of furniture that are needed in the kitchen. (These may be cut out, labeled and placed on the floor plan by the pupils.) Try various arrangements and compare desirability by tracing "working path." Discuss with your mother the arrangements you have made. Can the kitchen equipment be arranged so that it will be more convenient?
c. Small equipment 1. Utensils 2. Cutlery 3. China 4. Cleaning equipment 5. Dish washing equipment		

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
IV. Surfaces a. Walls 1. Plaster smooth rough 2. Paper 3. Paint water oil b. Woodwork 1. Varnish 2. Paint 3. Enamel c. Floors 1. Hardwood varnish 2. Paint wears off quickly 3. Linoleum a. Printed b. Inlaid 4. Bare floor 5. Carpet	List the finishes which might be used on kitchen walls. Which is cheapest? Which is most attractive? Which soils most quickly? Which cleans most easily? Which do you consider best? Calculate the cost of painting the kitchen walls. What color would you choose for the kitchen wall? Why? List the finishes which might be used on the kitchen floor? What qualities do you demand in a kitchen floor covering? What are the advantages of linoleum? How should linoleum be laid? How much will it cost to have it cemented to the floor? What is inlaid linoleum? Printed linoleum? How do they compare as to cost and value? What might be used on the kitchen floor that would cost less? Would it be cheaper in the long run?	Problem: How much will it cost to cover your kitchen floor with inlaid linoleum, if you have it tacked down, if you have it cemented to the floor? Linoleum may be tacked or cemented to the floor. The merchants can usually supply a man to do the work. The quarter round should be removed and placed over the linoleum, the loose edges of which are held down by the mold. This leaves room for the linoleum to stretch.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
V. Storage facilities a. Pantry 1. Advantages (a) Large storage space (b) Protected space 2. Disadvantages (a) Distance from working spaces (b) Carry equipment to working space (c) Carry equipment back to pantry (d) Requires more space than cupboards, etc.	What things must be stored in the kitchen? Where would you store food supplies? Cooking utensils? Dishes? Kitchen towels, aprons, etc.? Do you consider a pantry, a kitchen cabinet, or built in cupboards most convenient? Why?	Problem: Arrange the kitchen you have planned using a kitchen cabinet, a pantry, built in cupboards.
b. Cupboards (built in) 1. May be built around working area 2. Save steps 3. Space may be limited	The dishes used in the dining room must be washed at the kitchen sink. Where may they be kept in order to be convenient to both places?	
VI. Height of working surfaces a. Average 30-32 inches b. High enough so that palms will rest flat on table when arms hang loosely in front and back is erect.	How high should all the working surfaces in the kitchen be? Would the height be right for every woman? Can you demonstrate the correct work table height for yourself?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
c. To raise dishpan 1. Place on rack or box	If your sink is too low, how can you arrange your dishpan so that you will not need to stoop?	
d. To raise table or bench 1. Fasten blocks under legs	Can you think of any way in which your father or brother could raise the work table, wash bench or other equipment so your mother would not have to stoop?	
	What household duties are performed at the sink? List the small equipment used there for these purposes.	
	Where can this equipment be kept so that it will be convenient?	
	Bring in suggestions that you have found for making kitchen work easier?	
	How can your kitchen at home be made more convenient?	

Outline No. Five

THE BEDROOM

AIM: To develop high standards of comfort, cleanliness, and attractiveness for beds, and bedrooms, with the desire on the part of the pupil to approach these ideals in her own bedroom.

SUGGESTIVE LESSONS:

1. The bed, its furnishings and care.
   Demonstration of bed making.
2. The bed during illness.
   Arranging the bed for a patient
   elevation of bed
   making the bed
   changing the bed with a patient in it.
3. The bedroom—its function and furnishings.
4. The care of the bedroom. (Home project).

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
I. The Bedroom A. Purpose 1. Sleeping room 2. Dressing room 3. Store room a. Clothing b. Personal belongings 4. Personal workroom	What is the purpose of the bedroom? Which piece of its furniture do you consider most important? Why? Besides a place to sleep, what other things must a bedroom provide?	"Yours for a Perfect Night's Rest," Simmons Co., Kenosha, Wis. "What Leading Medical Journals and Health Magazines Say About Separate Beds and Sound Sleep," Simmons Co., Kenosha, Wis.
B. Qualities necessary 1. Privacy 2. Quiet a. Seclusion from outside noises	Discuss single and double beds:— 1. Comfort 2. Size of room 3. Number in family	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. Restful room simple not crowded	4. Bedding required 5. Cost	
c. Cheerful, light and airy	Miss Jones wanted to rent a room. She was shown one that had no door, only a thin curtain opening into a hall. Would you choose such a room? Why? Would you like such an arrangement in your own home? Why? How many windows would you plan for in a bedroom and why?	
3. Good ventilation	Why sleep with windows open? How can you ventilate your room in very cold weather?	
4. Cleanliness a. Bed—wood or metal amount of bedding	Besides comfort, what do you consider the next most important quality in a bedroom?	Kinne & Colley— "Shelter and Clothing," MacMillan Co.
b. Room—air light furnishings	Ann's family moved into another house. After a while they discovered bed-bugs. Ann felt disgraced. What shall they do? What do you think of Ann's attitude?	"The Bedbug," C. L. Marlatt, Farmers' Bulletin, No. 754, U. S. Dept. of Agriculture, Washington, D. C.
c. Vermin—where they come from —how to destroy them		

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
II. Furnishing the bedroom A. Background 1. Walls a. Color—cheerful light warm b. Pattern—inconspicuous not spotty relation to furnishings c. Material—paper paint, oil, water 2. Floor a. Finish—paint varnish rugs b. Color	What things would you keep in mind in choosing the paper for your bedroom? If you do not expect to use any pictures on your walls will you choose the same kind of paper as if you do expect to do so? Why? Is there any less expensive wall covering than paper? Give reason for your answer. Would you prefer a large rug or one or more small rugs in your bedroom and why?	Problem: Plan a color scheme for a bedroom (Practice room in the school building or elsewhere, if possible).
B. Furniture 1. Bed a. Comfort and cleanliness (1) Springs level pliable noiseless (2) Mattress material hair cotton Kapoc excelsior, etc.	Upon what part of your bed would you be willing to spend the most money? Why? What do you expect of a good bed spring? How many different kinds of springs do you know? Which kind would you expect to be most comfortable?	References: "Housewifery," Balderston, Lippincott Publishing Co. Problem: Estimate the cost of furnishing a simple bed, if possible the bed used in the practice bedroom.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
resiliency durability	What materials are used for mattress fillings? Compare them as to comfort, durability, cost—initial, relative.	
(3) mattress cover fitted slip cover pad worn bed cover	What is the purpose of a mattress cover? What might one have around the house that would serve the purpose?	
(4) Sheets 18 to 24″ longer and wider than mattress 3 sheets to bed minimum	How many sheets will be needed to keep a bed clean? How large should a sheet be? What do you understand by 9/4 (nine-quarter) sheeting?	
(5) Pillows number size kind of feathers goose duck chicken	Do you sleep on a pillow? Discuss use of Pillow. Of what importance is the position in which you lie while asleep?	"Health Habits," O'Shea & Kellogg, MacMillan Co.
(6) Pillow slips size number decoration	Ann feels tired and has a headache when she arises. What might be responsible? (Posture, bedding, air, general health, etc.)	
(7) Blankets (a) Material wool wool & cotton wool nap (cotton) outing flannel	Would you prefer comforters or blankets? Why? Of what materials may blankets be made?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(b) Advantages light weight warm (wool especially) easily laundered durable	Compare wool and cotton blankets as to: cost, comfort, ease of laundering, durability. How would you launder woolen blankets?	
(8) Comforts (a) Materials wool down cotton	Are blankets or comforters easier to clean? Of what is a comfort made?	Problem: Protect the ends of a comfort or blanket for use on the school bed.
(b) Protection from soiling— removable covers removable binding of ends	How may they be protected from soil? Is this worth while? Why?	
	Compare home made and ready made comforts in cost size value	
(9) Spreads (a) Types Dimity Marseilles Damask Unbleached cotton Lace Cretonne, etc.	Why do people use bed-spreads? Describe some inexpensive bed-spreads which you consider beautiful.	Problem: Plan and make an inexpensive bed-spread for the practice bed. A scheme may be planned for spread, curtains and dresser covers.
(b) Considerations cost durability ease in laundering appearance	What kind of a bed spread is used in hospitals? Why?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. Making the bed (1) Care of mattress (2) Airing the bed (3) Making the bed	How should a mattress be cared for to prevent it from getting flat? Who is responsible for the care of the beds in your house? How may this responsibility be divided among the members of the family? What can you do on arising to help in the care of your bed? How can the men and boys help in the care of their beds?	Problem: Girls demonstrate proper method of making a real bed. Reference: American Red Cross Text Book on Home Hygiene and Home Care of the Sick, Blakeston Co., Philadelphia. "Housewifery," Lippincott Co.
2. Storage space a. Closets size arrangement closet rod hangers substitutes improvised closet chifforobe wardrobe b. Drawer space sufficient ease of opening drawers, etc.	How is a soldier responsible for his bed? There is not a closet in Ann's bedroom. Can you suggest some substitute? What can you suggest as an assistance in keeping your closet tidy? Ann can have only one large piece of furniture in her room. Shall she have a dressing table, dresser or chiffonier? Why?	Articles purchased for illustrations: 1. White iron bed, spring, mattress, pillow. 2. Second-hand dresser, chair and small table—enameled ivory by class. 3. Unbleached muslin bedspread and table covers with cretonne border—made by class. 4. Unbleached cheese cloth curtains with colored yarn in hems, made by class.
3. Table space a. Toilet supplies brush comb, etc. b. Books c. Writing materials		

Outline No. Six

PERSONAL APPEARANCE

GENERAL AIM: To make of myself a pleasing young woman.

SUGGESTIVE LESSONS:

1. The study of the factors affecting appearance.
2. Diet and its relation to appearance.
   - Physical development
   - complexion
   - health
3. Relation of personality to appearance
   - Effect on character, on personality.
4. Physical cleanliness
   - Body—bathing
     - use of deodorants, etc.
   - Clothing—protection
     - cleaning and laundry.
5. Care of hands and nails.
6. Care of hair.
7. Care of teeth—prophylaxis, daily care and diet.

A pleasing woman is:

1. Pleasing in person.
2. Pleasing in personality.
3. Pleasing in attire.

AIM: To establish proper food habits.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
A. Pleasing person I. Appearance a. Proportions 1. Height 2. Weight	Are you too fat or too thin for your height? Why are some people too fat and some too thin?	Weigh and measure yourself and compare with height and weight charts. Keep a record of your food for a week. What food groups are lacking?

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(a) Diet (b) General Health (c) Activity	What should thin people eat? Fat people? Are fat people always well?	How may your diet be improved? References: McCollum—The American Home Diet Rose—Feeding the Family Food charts—American Red Cross Height and Weight charts Life Insurance Companies Food Groups According to Function * 1. Tissue Building Protein—muscular Mineral Salts—bone teeth Water 2. Fuel—Heat and muscular work carbohydrates Fats Protein 3. Regulating mineral salts water 4. For growth and health—vitamins

AIM: To establish habits of correct posture.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. Posture 1. Poise in walking sitting standing 2. Position at work in school 3. Shoes—shape, heel condition of feet 4. Corset	What do you mean by posture? How is "posture" related to gracefulness? What is the correct posture in standing? Sitting? Walking? Why should these positions be maintained? Name some things that are liable to develop bad habits of posture? What things can you mention that will help establish habits of correct posture? What is the relation between shoes and correct posture?	Problem: Each girl assume and maintain correct posture—sitting, standing and walking. Eliminate all factors tending to produce bad habits of posture. References: See outline on shoes See outline on corsets Physiology texts.

AIM: To develop a healthy body and a pleasing appearance.

c. Complexion 1. Indication of health (a) Diet (b) Other health habits (c) Skin diseases 2. Cleanliness (a) Face (b) Body (1) Bathing (2) Clean clothing (3) Body odors	What do you consider of greatest importance in keeping the face attractive? How may the food you eat affect your complexion? Does constipation affect the complexion? How control constipation? What other health habits may affect the complexion? What is the function of the skin? How does this knowledge affect your care of your skin? Why is bathing necessary? What can you do to overcome the odor of perspiration? Other body odors?	Problem: Continuation of problem on formation of food habits. Plan a day's meals for an anemic. Plan a day's meals for one who is constipated. Keep a record of the amount of water drunk each day for 3 days. Reference: Nutrition Outline —Merrill-Palmer School. Problem: List all deodorants with the purposes for which they are particularly useful.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
3. Use of cosmetics	What do you think of the use of materials which will stop perspiration? When might they be especially dangerous? If you use powder in the daytime what would you do before going to bed? Why? Why do some people use such quantities of paint and powder? Why is this an undesirable habit?	Problem: Prepare a deodorant powder of 25% cornstarch and 75% Baking Soda. Compare cost with commercial deodorants. Illustration matter purchased 1 bottle Odorono 1 bottle Non-spi 1 box mum 1 box amolin 1 box spiro powder 1 bottle lysol 1 box talcum 1 box baking soda 1 box cornstarch.
d. Expression 1. Alertness 2. Cheerfulness	Is there any real reason for using rouge? When and how use it? How do the things one thinks and feels affect one's looks?	Problem: Read, discuss and make personal application of "Story of the Magic Mask."
e. Character 1. Conduct (a) Unobtrusive in public (1) not boisterous (2) voice quiet (3) conversation inoffensive (b) Courteous (1) Common courtesies (2) Social valuation of conventions	How does one's looks affect the way one thinks and feels? What is your judgment of girls who are loud on the street cars? Of what importance to you is the tone of your voice? Can this be controlled? Why has society developed certain conventions? What is the reason for the convention which demands that younger people give place to older people? What is the reason which demands that men raise their hats to women, assist them on and off cars, etc.? Why do men show courtesies to women they do not know?	Illustration: Class criticism of photographs cut from magazines. Study of character and personality as it affects appearance.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
2. Standards of ethics (a) Code of morals (b) Self-control	Does this attitude in men create any responsibility in women? What and how? Upon what is your code of morals based? What is the relation of your will power to your morals?	
f. Physiognomy 1. Teeth (a) Crooked teeth (1) Cause (2) Effect (3) Correction	Have you ever known an attractive person whose good looks were spoiled by bad teeth?	References: "The Care of the Teeth"—Brackett Harvard Press
(b) Healthy teeth (1) Development diet condition of gums	How may teeth affect the appearance? How can these defects be corrected?	"A Child's Book of the Teeth"—Ferguson World Book Co.
(2) Care daily cleansing dental care prophylactic care	What things are necessary in order to have pretty teeth? How does the food one eats affect one's teeth? How often should the teeth be brushed?	Problem: Consult a dentist for examination. If a dental clinic is accessible, girls may be sent there.
(3) Effect of bad teeth toothache bad breath infection—rheumatism, etc.	How brush them? When should one consult a dentist? Why?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
2. Effect of adenoids on the shape of the face (a) Nature (b) Effect (1) Facial development (2) Hearing (3) Undersized (4) Nervous, etc.	What are adenoids? How can one tell when a child has "Adenoids?" Why should they be removed as soon as they are noticed? What are the dangers of allowing a child to "outgrow" adenoids?	"Adenoids and Tonsils"—Coolidge Harvard Press "Primer of Physiology"—Coolidge, World Book Co. "Home and Community Hygiene"—Broadhurst Lippincott Publishing Co.
II. Hands a. Care of skin 1. Cleanliness 2. Protection 3. Prevention of chapping b. Care of nails 1. Filing 2. Care of cuticle 3. Removal of stain 4. Polishing	What special attention must be given the hands in winter? Why is it important to keep the finger nails in good condition? What care should they receive daily? What is your opinion of very pointed, highly polished finger nails?	Demonstration by professional of the care of the nails. Problem: Work out a list of minimum equipment for care of the nails. Students plan and give demonstration of care of nails with minimum equipment. Illustrative material purchased soap nail brush orange sticks emery boards cuticle remover nail white nail polish peroxide buffer
III. Hair a. Health 1. Dependent on general health 2. Healthy scalp b. Care of hair 1. Daily (a) Brush (1) How to brush (2) Choice of brush stiff bristles not wire (3) Care of brushes wash weekly or semi-weekly in warm suds with a little ammonia	What is hair? How does it grow? What is necessary to have pretty hair? What care should the hair receive daily? What kind of a brush would you choose? Elsie snarls her hair to make puffs. It gets so badly tangled she sometimes doesn't comb it out for a week or so. What is likely to happen to Elsie's hair? How should the hair be brushed? How care for the hair brush?	Demonstration by professional 1. Shampoo 2. Massage of scalp 3. Method of curling 4. Method of brushing 5. Simple and becoming arrangement of hair.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(b) Curling (1) Round iron For straight hair only. Test iron with tissue paper, it should not scorch	When do you consider it desirable to curl the hair? What is the danger of using a curling iron? How can you avoid this danger?	References: Physiology and Hygiene Texts Outline on Care of Hair Magazine articles "Ways to Keep the 160,000 Hairs on your Head"—Dr. S. Dana Hubbard Amer. Mag., Mar., 1922.
(2) Curlers Sharp edged curlers break the hair	What method is best for hair that has a natural wave? Why not use an iron in this case?	
(3) Water wave Best for hair naturally wavy		
(4) Permanent wave, very high temperature. Often breaks hair badly	Find out what you can about the "permanent wave."	
2. Shampooing (a) Equipment (1) Small brush (2) Good soap (castille) (3) Plenty of hot water (4) Plenty of towels (5) Large basin (6) Cup for rinsing or (7) Bath spray (8) Comb and brush	How often should one wash her hair? What is a good soap for the hair? For what other purposes would this soap be good?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(b) Washing the hair (1) Making good suds (2) Scrub scalp with small brush and suds (3) Wash scalp and hair in suds 3 times (4) Rinse until water is perfectly clear	Why not rub the soap directly on the hair? Why is it so important to rinse the hair thoroughly?	Soap rubbed directly on the hair is very hard to rinse off. Soap left in the hair makes it dull and gummy.
(c) Massage scalp while hair is drying (d) Rub a little vaseline or ointment into scalp	Why massage the scalp? How do you massage? What is dandruff? How can it be controlled?	
c. Dressing the hair 1. Simplicity 2. Becomingness (a) Relation to shape of head and face (b) Age and occasion (c) Beauty vs. fashion	What are the things that determine the style of hair dressing you select? Which factor do you consider of greatest importance?	Problem: Study the shape of your head and face and decide what effect would be most becoming to you. Dress your hair in this fashion.
d. Treatment for pediculosis 1. Larkspur for vermin 2. Warm curling iron for nits 3. Vinegar—dissolves egg capsules	What precautions should be taken to prevent pediculosis (vermin in the hair?)	

Outline No. Seven

FOOD AND NUTRITION

AIM: To give the girl sufficient elementary information about food and nutrition so that she may choose intelligently and economically and develop good health habits.

SUGGESTIVE LESSONS:

1. The classification of Food according to function.
2. Combination of Foods in meals.
3. Diet and Health—Analysis of own food habits.
4. Food for Children.
5. Cost of Food.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
I. Food groupings according to function A. Foods that give energy 1. for fuel 2. for activity	How is your body like an automobile? What things must an automobile have to make it run? Compare food in the body with gasoline in the automobile.	For foods in various groups see pps. 6 and 7 Nutrition Outline. Food Groups. I. Energy foods a. Starchy foods common starch flour tapioca macaroni, spaghetti, etc.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
	What kind of foods take the place of gasoline in the body engine? These foods give energy to the body engine. What do you understand by energy?	b. Sugar and Sweet Foods sugar molasses honey candy, etc. c. Fat Foods butter lard oleo, etc.
B. Foods that build the body 1. Foods that build muscles 2. Foods that build bones and teeth	What foods build muscles? What foods build bones and teeth? Why does the dentist tell you to eat some hard food?	II. Foods that Build the Body a. Foods that build Muscle milk eggs meat cheese beans, etc. b. Foods that build bone and teeth milk green vegetables fruits
C. Foods that regulate the body, make it grow and keep it healthy	Some foods are like the oil in the automobile, they keep the body engine running smoothly. They make it grow and keep it healthy. Can you name some? Tell the story of what happens to the foods you eat.	III. Foods that Make the Body Grow and Make it Healthy fruit green vegetables milk water butter

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
II. Food Materials A. Foods valued for fuel 1. Starchy vegetables a. potatoes b. dried legumes	List all the foods that supply fuel to the body. Elsie does not like potatoes, what would you suggest that she substitute?	
2. Cereals a. bread b. breakfast foods shredded wheat corn flakes oat meal cream of wheat rice hominy, etc.	Would you use rice and potatoes in one meal? List the breakfast cereals that are ready to eat. List those that must be cooked first. Which are the most expensive?	
3. Sugars a. maple b. cane or beet c. honey d. syrup or molasses	Is it desirable to serve large amounts of sugar on your breakfast cereals? Why is it best to give children very little or no sugar?	See Nutrition Outline, Page 23. See Nutrition Outline, Page 36.
4. Fats and oils a. animal fats lard suet butter chicken fat bacon, etc. b. vegetable fats cocoanut oil cottonseed oil		

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
olive oil peanut oil, etc. c. Nuts walnuts peanuts pecans, etc.		
B. Foods valued for muscle building, material or protein 1. Milk a. Composition water 87% solids 13%	Elsie does not like milk to drink, is it all right for her not to drink it? Suggest other ways of taking milk besides as a beverage.	
(1) Building material (a) For muscles (protein)	Name as many dishes as you can that are prepared with milk.	
(b) For bones and teeth (mineral salts) (Calcium and Phosphorus)	Why is milk the best food for a child?	See Nutrition Outline, Page 48
(2) Fuel material (a) Fat (b) Sugar	How much milk should a child have each day? Why is the fat in milk more easily digested than the fat in butter?	
(3) Regulating material (a) Mineral salts—one of the best and cheapest sources of calcium or lime	One glass of milk equals in fuel value 2 large eggs 1 large serving of lean meat 2 moderate sized potatoes 5 tablespoons cooked cereal 2 slices of bread How do these compare in price?	
(4) Growth and health maintaining materials (a) Vitamines	Compare milk and bread in cost—in food value. Why is milk an economical food?	See Nutrition Outline, Page 51

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
2. Milk products (1) Cheese (a) Valued for muscle building (b) Valued for fuel if made of whole milk or cream	Name as many foods as you can that are made from milk. What is the value of butter, cheese, and cottage cheese in the diet? Mary's mother uses whey to mix her bread sponge. Does whey have any food value?	Bulletins: "Milk—the Indispensable Food for Children"—U. S. Dept. of Labor, Children's Bureau. "Care of Milk and Its Use in the Home" 5c Farmers Bulletin No. 413 Supt. of Documents, Government Printing Office, Washington, D. C. "Cheese and Its Use in the Diet," 5c Farmers Bulletin No. 487. "All About Milk," Rosenau, Published by Metropolitan Life Insurance Co.
(2) Skim milk Has all the food value of milk except fat (for fuel and the fat soluble vitamine)	What is the difference between whole and skim milk? Is skim milk good food?	
(3) Ice cream	Why should children be given only clean milk? How should milk be cared for in the home? Milk bottles?	
	What is the food value of coffee and tea?	Nutrition Outline Pages 74 to 76.
3. Eggs a. Composition (1) Building material (a) For muscle (protein) (b) For bones (mineral salts) (2) Fuel material (a) Fat in yolk (3) Regulatory Material (a) Mineral salts) (yolks high in iron) (4) Growth and health maintaining materials Vitamines in egg yolk	Why are eggs such good food? Why are eggs such good food for people who are anaemic? How would you cook an egg for a child? Why? At current market prices how much would eggs cost for a family of five? Round steak for the same family?	Bulletin: "Eggs and Their Value as Food," 5c Farmers Bulletin No. 471, Supt. of Documents, Government Printing Office, Washington, D. C.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
4. Meat a. Composition	Why do we eat meat?	
(1) Building material (a) For muscles (protein) (b) For bones and teeth (mineral salts)	What is the value of meat in the diet?	
(2) Fuel (a) Fat (3) Regulatory material (a) Mineral salts (small amounts)	Name as many foods as you can that can be substituted for meat. Of the muscle building foods, which are best for children? Why is meat not generally given?	Nutrition Outline, Page 78
	Compare meat and milk in nutritive value? Cost?	
5. Fish a. Composition (1) Building material (a) For muscles (protein) (b) For bones and teeth (mineral salts) (2) Fuel (a) Fat (3) Regulatory material (small amounts)	Compare meat and cottage cheese in food value. In cost. In flavor. How does fish compare with meat in nutritive value?	
6. Legumes a. Types (1) beans (2) peas (3) lentils (4) peanuts	What are legumes? List all the legumes you know. What is their value in the diet? Would you feed these dried vegetables to a small child?	Farmers Bulletin No. 121 "Beans, Peas and Other Legumes as Food," 5c.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. Composition (1) Building material (a) For muscles (protein) (2) Fuel (a) Starch (b) Fat (as in peanuts) (3) Bulk (a) Hulls of seed (indigestible)	Why do dried beans sometimes cause digestive disturbances? How can they be prepared to avoid this difficulty? Why are green peas and string beans good for small children while dried ones are not?	The indigestible hulls of beans and peas sometimes cause digestive disturbances. They increase intestinal action because of the bulk. The hulls may be removed by putting them through a sieve and serving as a puree.
C. Foods valued for bone and teeth building material (or mineral salts) 1. Milk (See II A)	Name the foods that are valued for bone and teeth building material.	Nutrition Outline page 16. Class make illustrated chart of "Foods that Build Bones and Teeth."
2. Green vegetables a. Types (see Reference List, Page 1)	List all the fruits that are available on your market at the present time. Which are the most economical?	
b. Composition (1) Water high percentage (2) Bone and teeth building material (mineral salts) (3) Regulatory material (a) Mineral salts (valuable for calcium, phosphorus and iron) (b) Bulk or indigestible cellulose. (4) Health maintaining and growth promoting materials—vitamines.	List all the vegetables on the market at the present time. Which are the most expensive? Which the most economical? Name all the reasons you can for including vegetables in the diet. Does it make any difference whether you eat vegetables raw or cooked? Should vegetables be cooked in large or small quantities of water?	Nutrition Outline page 15. Nutrition Outline page 15.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(5) Bone and teeth building material (comparatively high percentage mineral salts)	Why does it make any difference? Is there any food value in the water drained from vegetables?	Nutrition Outline, page 15.
(6) Regulating material mineral salts bulk — indigestible cellulose stimulate intestinal action.	What do you think of the practice of throwing this water away? Suggest ways of using it.	
3. Fruits a. Fresh (1) Composition (a) High percentage of water	Name all the fresh fruits you would feed to children. What would you choose when fresh fruit is not available?	Nutrition Outline, page 18.
(b) Bone and teeth building material (mineral salts)	Babies are given orange juice from the time they are three months old. Why?	Nutrition Outline, page 18.
(c) Regulating materials mineral salts bulk or indigestible cellulose	Name the foods that are valuable for regulating the body?	Class make chart of regulating, health maintaining and growth promoting foods.
(d) Health maintaining and growth promoting materials—vitamines	Why should children eat green vegetables? List all the vegetables you can think of. Check the ones you like.	
(e) Fuel material sugar comparatively low percentage except in bananas,	Why is it better to like them all? How can you learn to like them?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. Dried fruits (1) Composition (a) Low percentage of water (b) Bone and teeth building material (c) Regulating material (d) Health maintaining and growth promoting material (e) Fuel material—high percentage of sugar.		
D. Foods valued for regulating the body, promoting growth and maintaining health (or for vitamines and mineral salts) 1. Green vegetables 2. Fruits 3. Milk 4. Butter 5. Water (water is necessary to supply the fluid for the body tissues, to regulate body processes and to carry away waste products.)	Will oleomargarine take the place of butter in the diet? If oleo is used how can the lack of growth promoting and health maintaining substances be supplied? How much water do you drink each day? How much should you drink?	Nutrition Outline, page 59.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
III. Importance of balanced meals A. Malnutrition 1. Over weight (10% or more) a. Causes (1) Too much starch in diet (2) Too much sugar in diet (3) Too much fat in diet (4) Physical defect b. Results (1) Diminished vitality (2) Lowered resistance to disease (3) Poor muscular development (4) Excess fatty tissue (5) Organic disturbances c. Correction (1) Balanced diet (2) Reduced consumption of fuel foods (3) Avoidance of overeating (4) Exercise and right living	List in group the foods which you have eaten for a week. Are any groups left out? Does it make any difference if any of the groups are left out? Would you choose all your food from this group? Why not? How will this knowledge of the food groups help you to choose your food wisely? If you could have only one kind of food, what would you choose? Why? How can you tell whether you eat too much from one group or another? What will happen if you eat too much from the energy group? If you are too heavy from what groups will you choose your food? How besides gain or loss of weight may you be affected by not choosing the right foods? From which group do you get most of the food you eat? Of which groups are you most likely to eat? Why? Why does your mother object to your eating candy before meals?	Class keep week's record of food eaten. Class plan week's meals for a child that is over weight. Nutrition Outline, page 39. Class weigh and measure themselves. "Class Room Weight Record." "Right Height and Weight Chart for Boy." "Right Height and Weight Chart for Girl." Bureau of Education, Washington, D. C. "Daily Food Records for Each Child." American Red Cross, Washington, D. C.
2. Underweight (10% or more) a. Causes (1) Insufficient food	What foods will you eat if you are too thin?	Class plan week's meals for a child who is underweight.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(2) Lack of any group or groups (3) Physical defect (4) Bad health habits, rest, recreation, air, etc.	What besides wrong food may cause a person to be too thin? Tom has badly infected tonsils. He eats food from each group but does not gain. Can you explain why? What can be done to correct his difficulty?	
b. Results (1) Lowered vitality (2) Lowered resistance (3) Weakness		
c. Correction (1) Balanced diet (2) Increased consumption of food at meals supplementary meals	Why is it desirable for children to have a complete physical examination by a physician?	
(3) Good health habits exercise rest air and sunlight, etc.	What other good health habits must one have besides choice of right food. Check up for a week on your own health habits.	Nutrition Outline, page 29. Bulletins: "Teaching Health" Bureau of Education, Washington, D. C.
(4) Correction of physical defects.		
B. Digestive disturbances 1. Stomach a. Indigestion	What are some of the causes of digestive disturbances?	Nutrition Outline, page 30.
2. Intestinal a. Constipation (1) Causes (a) Lack of bulk or indigestible residue	Why is it necessary to have some indigestible matter in your food?	
(b) Insufficient water	Why must you drink water each day? How much water do you drink each day? Is that as much as you should drink?	Class report on amount of water taken daily. Reference—Class Physiology.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(c) Lack of exercise (d) Lack of regularity	What are the results of constipation?	Class plan week's meals in bulk (indigestible material).
(2) Results (a) Headache (b) Dizziness (c) Languidness (d) Indigestion (e) Bad complexion (f) Lowered resistance	Vegetables have sometimes been referred to as "brooms of the intestines"; can you tell why?	Nutrition Outline, page 32.
(3) Corrective measures (a) Increase of bulky food Ex-vegetables fruit cereal husks (b) Increased consumption of water (eight to sixteen glasses per day) (c) Regular exercise (d) Regular bowel movement		
C. Deficiency diseases 1. Anaemia a. Causes (1) Insufficient iron in diet	Ann is thin and pale. The Doctor says that she has anaemia. What is anaemia?	Class plan a week's meals for Ann. Eggs, green vegetables and fruit are high in iron.
(2) Physical condition, digestive disturbance, etc. b. Corrective measures (1) Increase of iron in the diet	What can Ann do to correct it? Will it be enough for her to eat foods high in iron?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(2) Fresh air and sunlight (3) Correction of physical condition	What else can she do?	
2. Rickets, bow-legs and other body deformities a. Causes (1) Improperly balanced diet, probably deficiency of calcium and Vitamine A (fat soluble)	There is an old Russian saying that a bow-legged baby will make a strong man. Do you believe this? Why not?	Nutrition Outline, page 50.
b. Correction (1) Increase of lime in diet. (Milk best source)	What do you understand by the term rickets?	
(2) Increase of vitamine Whole milk—best source Butter Leafy vegetables	How can it be prevented?	
(3) Sunlight and fresh air		
3. Decayed teeth a. Causes (1) Insufficient bone and teeth building material	If your teeth are bad can you suggest a cause and remedy?	References: Bulletin: "What is Malnutrition?" Pages 10 and 11. U. S. Dept. of Labor, Children's Bureau, Washington, D. C.
(2) Lack of care (3) Lack of exercise	Why does the dentist tell you to brush your teeth frequently? How and how often do you brush them?	Nutrition Outline, page 29.
b. Correction (1) Foods high in mineral salts Milk Fruit Vegetables	Why does the dentist advise some hard food each day?	Books: "The Care of the Teeth" Brackett, World Book Co., Chicago. "Child's Book of the Teeth" Ferguson, World Book Co., Chicago.
(2) Cleanliness and care (3) Some hard foods each day		

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
IV. Cost of Food	Plan the meals for your family for a week.	
A. Factors influencing cost of food materials	Plan the market list for this week's meals. Calculate the cost.	
1. Labor, or cost of production 2. Transportation Foods out of season 3. Cold storage 4. Perishability Loss in transit added to cost 5. Demand and supply 6. Agricultural conditions Weather, plant and animal diseases, insects, etc. 7. Quality of food 8. Form in which sold a. Package vs. bulk b. Canned c. Fancy label d. Smart shops—location e. Delivery system 9. Aesthetic appeal White vs. brown eggs 10. Quantity buying If leads to planning, an advantage; if to repetition of meals or waste, a disadvantage.	How often would you have to go to market or grocery during this week? Would you feed the same kind of food to children that you do to grown people? Plan a day's meals that would be suitable for all the members of the family as well as the little child. Would you feed a child of three or four the same things its father ate? Give reasons for your opinion. Discuss this meal for a hard working man—for a child of four. Pork sausage Fried potatoes Beet salad Bread and butter Apple pie Coffee How would you change it so that it would be all right for the child?	Nutrition Outline, page 37. Reference Books: "Care and Feeding of Children," Morse, Harvard University Press, Cambridge, Mass. "Feeding the Family," Rose, MacMillan Co., New York. "Fundamental Basis of Nutrition," Lusk, Yale University Press.
B. Relation to Nutritive value 1. Quantity of waste 2. Richness in desired nutrients		
C. Cost of preparation 1. At home a. Service of housewife time and energy b. Hired service	Is it cheaper to eat at home or at a restaurant? Why? Why do some eating places charge so much more for food than others?	Secure a menu with costs from a typical cafeteria. Compare with a menu from a first class hotel as to cost and variety.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
2. Public eating place a. Cleanliness b. Service c. Overhead of establishment d. Quality of food	Choose from a typical list of foods as served in a cafeteria: a. A lunch for a girl working in a store—consider the cost. b. A lunch for a man doing hard work. c. A breakfast for 15c. d. An inexpensive dinner. e. Compare cost of this dinner with one equally satisfying but without meat. f. Select a breakfast for a child of three. Select a luncheon for a child of three. Select a dinner for a child of three. g. Repeat for a child of six. How does the cost of these meals compare with the same meal served at home?	Compare with a menu from a high class tea room.
V. Sanitation A. Food laws 1. Prevention of sale of adulterated foods without proper labeling. 2. Prevention of sale of foods unfit for consumption. (a) Government label on meat, etc.	What is the reason for sanitary laws in regard to food? What does the government do to protect you from buying meat that is unfit for food?	
B. Laws governing sale of milk 1. Local laws for a. Grading of milk b. Inspection of animals c. Bacterial count of milk	What are the laws regulating the storage of food? What State laws are there which make it possible for you to have fresh, clean milk?	Sanitary Regulations "Dairy Regulations," State Board of Health.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
C. Unsanitary food habits 1. Food handlers a. Grocers, etc. (1) Food not protected from dust and dirt from animals and insects dirty shelves and boxes (2) Unclean hands moistening fingers (3) Dirty clothes b. Personal habits in handling food (1) Unnecessary or careless handling of foods (2) Dirty hands fingers in mouth fingers in hair (3) Use of handkerchief. (4) Handling of utensils that touch the mouth (5) Tasting from cooking spoon (6) Putting fingers into food (7) Careless storage of food	Make a list of unsanitary habits you have observed in people handling food. What are your objections to each? How may diseases be spread through food?	

Outline No. Eight

HOSE

AIM: To develop judgment in the purchase of hosiery and habits of care in their use.

SUGGESTIVE LESSONS:

1. Selection of hose from standpoint of economy and desirability.
2. Care and repair of hose.
   laundering
   mending } exhibit arranged by pupils.
   reinforcing
3. Hosiery judging contest.
4. Home problem—care of own hose.
   Laundry,
   Repair.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
A. Quality 1. Material a. Cotton (1) Soft finish yarn (a) Carded or combed (b) Cheaper than Lisle	1. What things would you consider when you buy hose?	Exhibit of hosiery. Cotton 1. Lisle

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(c) Does not hold dye well (d) Wears fuzzy (e) Less durable	2. What kind of a cotton stocking most nearly takes the place of silk?	2. Combed cotton 3. Carded cotton 4. Fleeced
(2) Lisle* yarn (a) Two-ply yarn, one strand having left hand, the other right hand twist (b) Firm (c) Smooth (d) Even (e) Strong (f) Does not wear fuzzy (g) Holds dye fairly well	3. Why does a lisle stocking cost more than a soft yarn of about the same quality? Is it worth more from the standpoint of appearance? Of serviceability? 4. Where besides in hosiery may we find lisle yarn used?	References: Woolman: "Clothing, Choice, Care and Cost," Lippincott Co. Woolman & McGowan: "Textiles," MacMillan Co.
(3) Mercerized** cotton (a) Lustrous (b) Stronger than cotton not so treated (c) Increased affinity for dye (d) Gassed or singed to remove fuzz from yarn.	5. Compare mercerized cotton with cotton not so treated. Name several other materials frequently made of mercerized yarn.	See— Mercerization Lisle Combing Carding Bureau of Foreign and Domestic Commerce. Misc. Series. No. 31-32 (Supt. of Publications, Washington, D. C.). "A Study of Fabrics," Turner, Appletons. "Textiles and Clothing," McGowan & Waite.

*Lisle yarn is a tightly twisted yarn made by doubling together two threads, one with a right hand and one with a left hand twist.

**Mercerization: The process of subjecting cotton to an alkaline bath under tension. This causes the cotton fiber to resume its cylindrical form, and makes it stronger, more lustrous and with increased affinity for dye.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. Silk (1) Ingrain (a) True silk (b) Dyed in yarn (c) Loaded with salts of tin, etc. (d) Superior luster (e) Heavy and firm (f) Color good (g) Loading cuts the yarn (h) Perspiration is damaging to loaded silk (i) Ingrain hose always have white or colored looping in heel and toe	Would you choose silk, cotton or wool hose for winter wear? Why?	EXHIBIT SILK HOSE 1. Ingrain hose 2. Dipped hose a. Good quality b. Thin, cheap hose Demonstration of silk test 1. Burn Weighted silk Pure silk Compare residue
(2) Dipped hose (a) True silk (b) Dyed in piece (finished hose dyed) (c) Softer than ingrain (d) Less lustrous (e) Looping same color as hose (f) No loading	Is there any advantage in buying a dipped stocking? What precautions would you take daily when wearing ingrain hose? If at Christmas you received a pair of white ingrain hose what would you do before you put them away for summer?	2. Specimen of Weighted silk which has begun to fall into holes. References: Mary Schenck Woolman — "Clothing, Choice, Care and Cost"—Tests for Silk. Woolman & McGowan—Estimation of weighting. Kinne & Cooley—"Clothing and Health" Weighting of silk. Woolman—"Clothing, etc.," Hose — ingrain, dipped.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(3) Fiber silk (a) Lustrous (b) Firm and wiry (c) Color good (d) Wear well in good quality (e) Made of wood pulp, linters, etc. (f) Tests for fiber 1. Burns like cotton 2. Feels hard and wiry 3. Chewing breaks it.	Would you choose a true silk at $1.39 or a fiber silk at $1.35? Why? What is fiber silk? How can you identify it? Would you consider a cheap silk stocking more or less satisfactory than a cotton stocking at the same price?	Exhibit: 1. Fiber silk hose 2. Part fiber and part true silk 3. Cloth of fiber silk a. Feeling test. b. Compare luster c. Tensile strength d. Burning test e. Chewing test References: Woolman & McGowan, "Artificial Silk"
c. Wool (1) Cashmere-worsted yarn with woolen finish (a) Soft (b) Thin (c) Wears well (d) Color fairly good (e) Cost moderate (f) Part cotton (2) Sport hose (a) Heavy (b) Coarse yarn (c) Very serviceable (d) Plain or fancy weaves (e) May be part cotton or silk (f) Cost varies with style and material	Why wear wool hose? Do you approve of wool hose and oxfords for winter wear? Why?	Exhibit: 1. Cashmere hose 2. Sport hose

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
II. Character of yarn— a. Strength dependent upon (1) Firmness of twist (2) Length and strength of fibers (3) Evenness (4) Weight (5) Special treatment gassing mercerization adulteration, etc. (6) Elasticity		Exhibit: 1. Thin silk hose Uneven yarn—Cloudy effect 2. Coarse cotton 3. Lisle 4. Mercerized lisle 5. Ingrain
III. Weave a. Character rib plain drop stitch b. Closeness c. Regularity d. Elasticity e. Reinforcement where strain is greatest heel toe sole knee and garter top	What are the things you could do at the counter to determine quality in hose? 1. Test elasticity 2. Look for flaws 3. Examine closeness of weave 4. Regularity of weave 5. Reinforcement 6. Weight and character of yarn 7. Composition of yarn 8. Color 9. Shape 10. Size—foot and length and width of leg.	1. Perfect hose 2. Cloudy hose irregular weave poor yarn 3. Cheap inelastic cotton hose (10c store usually has them)
B. Comfort I. Temperature a. Wool (1) Non-conductor (2) Elastic — retains dead air, non-conductor of heat.	Do you approve of half hose on children in winter? In summer? Why? What precautions must be taken about little children wearing half hose even in summer?	References: Woolman— "Clothing, Choice, Care and Cost." Chapters on: "Clothing and Health" "Clothing and Textiles" "Hygiene of Clothing"

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. Silk (1) Non-conductor (2) Usually woven into thin fabric (3) Smooth and cool to touch	Compare wool and cotton hose from standpoint of warmth? Comfort? Appearance?	Exhibit:
c. Cotton (1) Good conductor of heat (2) Can be woven in variety of weights and finishes (3) Soft (4) Warm to touch		
II. Feel a. Smooth or harsh b. Soft or hard		
III. Fit a. Shaped hose (1) No seams (knitted as a tube) (2) Stretched on boards to shape and size (3) Feet shrink in length (4) Ankles become baggy (5) Cheap construction	What is a mock-seam stocking? Why is this seam used? What effect does it have on the cost of the stocking, the appearance? How determine the size stocking required? Would you require a larger or smaller size in a shaped hose?	1. Shaped hose 2. Seamless fashioned 3. Full fashioned 4. Mock seam hose
b. Mock seam (1) Hose knitted as above (2) Leg cut and seamed without shaping (3) Seam for appearance only (4) Cheap construction		References: Woolman—"Clothing, Choice, Care," etc. —Hosiery.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
c. Fashioned hose—seamless (1) Knitted to shape (2) No seams (3) Comfortable (4) Fit well (5) Cheaper than full fashioned	Would you expect to pay as much for shaped hose as for full fashioned? Is there any advantage in full fashioned hose?	
d. Full fashioned hose (1) Knitted flat (2) Shaped in knitting (3) Seamed in legs and feet (4) Fit well (5) Retain shape (6) Seams may be uncomfortable	Mary is stout—her feet are small. Stockings that fit her feet are tight at the knee and soon burst. What can she do? Need she feel ashamed to buy "out" sizes?	Illustration Material purchased 1. Silk hose full fashioned ingrain 2. Silk hose full fashioned dipped 3. Fiber silk hose mock-seam 4. Fiber silk hose fashioned 5. Silk net hose 6. Combed cotton hose 7. Lisle shaped hose 8. Lisle fashioned 9. Lisle full fashioned 10. Lisle sport ribbed 11. Lisle and silk sport hose 12. Wool sport hose 13. Cashmere hose
e. Out sizes (1) Larger in leg (2) Greater comfort for stout persons (3) Wear longer	Ann's mother bought cotton hose for her to wear to school. All the other girls wore silk. Why did Ann's mother buy cotton for her? The girls called Ann "cotton legs." What do you think was the trouble? Who was to blame?	
C. Appearance I. Fit II. Color III. Evenness a. Regularity of weave b. Regularity of yarn IV. Appropriateness	Louise is 18. She wears her stockings rolled below her knees. Her mother says that is not modest, but Louise doesn't think it is a question of modesty. Do you agree with Louise or her mother? Why? Why do you think Louise wishes to roll her stockings down? Do you think it is ever immodest? When?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
	What have you learned in this discussion of stockings that you did not know before and how would it help you in buying?	
D. Care of hose I. Mending a. Darning b. Repairing "runs" 1. Machine made seam 2. Hand run seam 3. Crocheting c. Reinforcing worn places	What things can you do that will make your stockings last longer?	
II. Daily care a. Washing at night b. Mending small holes as they appear	Do you think it pays to wash stockings every night? Why?	

Outline No. Nine

UNDERWEAR

AIM: To develop an understanding of the principles of health, comfort, serviceability and attractiveness underlying the selection of underwear.

SUGGESTIVE LESSONS:

1. Hygiene of Underwear—correlation with Physiology or correlation with Physics.
2. Plans for expenditure of allowance for underwear for year—Correlate with Arithmetic.
3. Underwear available in market. Types, styles, and values.
4. Knitted underwear.
5. Muslin underwear.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
I. Choice of underwear Dependent on— a. Cost 1. Initial cost	If you were buying new underwear what would you buy? What things would you consider when you make your choice?	Illustrative material Knitted underwear a. Union garments

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
2. Serviceability 3. Care required 4. Number of separate garments making a set		1. Light weight 2. Medium weight 3. Heavy weight 4. Closed crotch 5. Apron back 6. Tight and loose knees.
b. Comfort 1. Fit 2. Type	Do you like attractive underwear? Why? What do you mean by the term attractive in this connection?	
c. Appearance 1. Pleasing 2. Garments with which they are worn	Would you ever choose colored underwear? If so, when and what kind?	b. Bloomers 1. Cotton jersey good construction 2. Silk jersey
d. Family circumstances 1. Income 2. Number in family, etc.	What circumstances in your family may influence you in your choice of clothing?	c. Vests 1. Built up straps 2. Bodice top 3. Combed cotton 4. Lisle 5. Mercerized lisle 6. Swiss rib 7. Jersey—silk—cotton 8. Fiber silk

Problem:

Determine the approximate sum of money which you may spend on your clothing for a year, considering family income, number in family, and approximate per cent of income spent for clothing. Determine amount to be spent on underwear and plan underwear for yourself on that basis.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
II. Type of garment A. Union suit Knitted Athletic	What are the advantages of wearing union garments?	I. Combinations A. Envelope chemise 1. Cotton (a) Quantity of cheap trimming—poor cloth (b) Cambric—tailored finish (c) Good cotton, simple but attractive trimming (d) Philippine—poor quality (e) Philippine—good quality (f) Simple home-made, hand made lace
B. Chemise Envelope Envelope step-in Skirt bottom	Are there any advantages in wearing separate undergarments?	
C. Vests Bloomers Drawers	Which type of undergarment do you consider most satisfactory for a young girl to wear in summer? Why?	
D. Camisole	Compare the advantages and disadvantages of the envelope chemise with bloomers and camisole for a school girl.	2. Silk (a) Seco (b) Poor crepe de chene (c) Good crepe de chene
E. Corset cover		
F. Bloomers		
G. Step-ins	Make a list of the advantages of wearing bloomers.	3. Bodice top 4. Built-up strap 5. Buttoned flap 6. Closed bottom

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATION
		B. Camisoles 1. Silk (a) Cheap satin or crepe (b) Good silk (c) Colored silk (dark)
III. Quality A. Material 1. Cloth a. Weave (1) Type (a) Weaves having long threads on surface do not wear well. (b) Heavy cords cut the fine threads crossing them.	How can you tell in the store whether a garment will give service? Would you expect greater service from crepe de chene or satin of equal quality. Dimity or nainsook? Would you prefer a cheap silk, a cotton and silk mixture or a good cotton envelope chemise, from the standpoint of— Appearance Service Wise spending.	The strength of material can be determined by tearing slightly at the cut edge, or if in garments by grasping between the thumb and fingers of each hand and pressing forward with the thumbs. Test both warp and woof threads.
(2) Firmness Test by stripping cloth between thumb and finger. Threads should not slip easily.		
(3) Closeness of weave Number of warp and woof ends to the sq. in.		
(4) Elasticity Knitted cloth Swiss rib most elastic Crepe Service Laundry Cost	Do you prefer elastic or inelastic material for underwear? Why? Name some materials that are elastic.	Problem: Test elasticity of Swiss rib Jersey Crepe Soft cotton cloth Firm cotton cloth (ex. cambric)

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
b. Yarn (1) Fibers used (a) Length (b) Strength (2) Strength of yarn* (a) Weight (b) Twist Ex. lisle	In a large family where the laundry is done by the mother would you choose muslin or crepe night gowns? Why? Compare a cotton combed with a lisle vest as to appearance, cost, comfort and probable serviceability.	Lisle is a hard twisted cotton yarn which is gassed or singed to remove the projecting fiber ends. Mercerization is a treatment with alkali which renders the cotton fiber stronger and more lustrous.
c. Adulteration (1) Starch, clay, etc. (a) Cotton (b) Softer silk (crepe de chene, etc.) (2) Gums (a) Stiffer silks (messaline and satin) (3) Minerals Silks, especially heavy ones	What is mercerized lisle?	
2. Trimming a. Lace (1) Strength (a) Firmness of weave (b) Strength of thread (c) Finish at edge (2) Beauty (a) Pattern	In what ways may the trimming affect your selection of an undergarment? (Simplicity vs. over elaboration). (Quality vs. quantity). What advantage does the manufacturer derive from the added bits of lace bows, flowers, etc.?	
b. Embroidery (1) Quality of foundation cloth		

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(2) Firmness of edge (3) Workmanship		
c. Ribbons, etc.		
3. Construction		
a. Seams and finishes (1) Flat lock (2) Strength (3) Elasticity Type — twice turned seam strongest	How may workmanship be an indication of quality?	
b. Relation to material A machine overcast seam will hold in cotton when it will not hold in such materials as satin.	Which garment would you expect to give greater satisfaction? A plain cambric chemise at $1.95 or a thin cotton one with a great deal of cheap lace and embroidery at $1.98? Which influences most the cost of a garment, material or labor? How would this knowledge affect your choice?	
4. Joining of trimming	What relation has "piece work" to the price of the garment? How could you determine the strength of seams and finishes in ready-made garments?	
a. Stitched and trimmed (1) Double stitching (2) Single stitching (3) Width of trimmed edge too wide unattractive, too narrow insecure	What evidence do you find that the manufacturer is interested in saving material or labor?	
b. Edge turned back, stitched and trimmed (1) More sightly (2) More secure, even if stitched but once	How would you fasten lace on a garment if you were making it?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
5. Fastenings a. Buttons and button holes (1) Where placed (2) Number (3) Workmanship b. Ribbons, tapes and elastics (1) Quality (2) Ample or scant (3) Width		
6. Fit a. Fit at neck and arm hole b. Amount of fullness c. Crotch (1) Width of lap (2) Seam at top of lap elastic curved for strength (3) Gussets		
7. Reinforcements—double thickness of cloth or two-ply yarn (1) Under arms (2) Crotch	Why would a garment with reinforcements cost more? Would you be willing to pay the extra cost?	
IV. Comfort A. Keeping the body warm (retention of body heat) 1. Physiological adjustment—contraction of cutaneous blood vessels 2. Chemical adjustments Increased metabolism 3. Protection from wind 4. Non-conductors a. Textiles b. Dead air	How does your body keep itself warm?	Co-operation with Physics Illustrate relative conduction of different clothing materials. Fix thermometers in neck of flasks—heat to body temperature and remove and cover with a bag made of material to be tested—note rate of loss of heat. Test wool Cotton—woven knitted napped

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
B. Keeping the body cool 1. Loss of body heat a. Physiological adjustment—dilation of cutaneous vessels b. Evaporation of perspiration c. Textiles— conductivity porous weave	How does the body keep itself cool? What kind of underclothing do you think best for summer? Why?	
2. Protection from external heat a. Non-conductor—flannel for steel workers asbestos b. White and light colors reflect heat c. Dark colors absorb heat	There is an old saying, "What will keep out the cold will keep out the heat." Is this true? Why do you not wear flannel underwear in summer?	Illustrate loss of heat through evaporation by pouring alcohol, benzine or similar liquid over the hand.
C. Perspiration 1. Absorption a. Hygroscopic* quality of fiber (1) Wool high (2) Silk high (3) Cotton and linen lower	What is perspiration? Why? What becomes of it?	Illustrate loss of moisture from various clothing materials as— silk, wool, knitted cotton, woven cotton.
b. Effect of weave— (1) Porosity increases power of absorption (2) Loosely twisted yarn more absorbent	How may too heavy clothing be responsible for colds? What are the dangers from insufficient clothing?	Illustrate amount of moisture material may hold without appearing wet by weighing samples before above test is made and as soon as the sample feels dry—difference equals moisture held in the fibers.
2. Evaporation a. Wool dries slowly b. Silk dries rather rapidly c. Linen dries most rapidly	How do you know when you have on sufficient clothing?	

*The Hygroscopic quality of a fiber is its ability to absorb moisture without feeling wet.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
D. Protection 1. Adequate covering 2. Modesty	Baby June was taken on the cars one cold day. She had no mittens and only a pair of thin stockings over her legs. Her coat and bonnet were heavy and warm. Was June safely dressed? Why?	References: "Textiles"— Woolman & McGowan MacMillan Co. "Textiles and Clothing" McGowan and Waite MacMillan Co.
E. Fit 1. Absence of restriction—ex. Tight elastic bands 2. Freedom of motion	Marie liked the elastic in her bloomers tight. Her feet were always cold. Can you suggest a reason?	"Shelter and Clothing" Kinne and Cooley MacMillan Co.
V. Appearance A. Neatness absence of bulges does not show conforms to body outline	What do you demand in a suitable undergarment?	"Clothing, Choice, Care and Cost" Woolman, Lippincott
B. Relation to function covers the body not attractive or conspicuous in itself	Is a very low, lacy camisole suitable? Does this influence your idea of its beauty?	"Clothing and Health" Kinne and Cooley
C. Decoration dainty serviceable simple	What do you think of using poor material with good lace?	
VI. Cleanliness A. Ease of soiling 1. Napped material soils easily	How many vests do you consider necessary to keep clean? How could you manage with only two?	
2. Wool — naturally oily — soils easily 3. Silk sheds—dust and dirt 4. Hard, smooth surfaces stay clean longer	In a large family how could the labor of laundry work be reduced?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
B. Ease of cleansing 1. Wool cleanses with difficulty cannot be boiled 2. Silk— easily washed cannot be boiled 3. Linen—easily cleansed does not retain stains can be boiled 4. Cotton—easily cleansed can be boiled 5. Soft finish cloth most easily cleansed	Ruth who does not live at home finds it cheaper in the end to buy silk underwear than cotton. Why? Do you consider it more important to have pretty underwear or to have clean underwear? Why?	Absorption of heat: Place square of black and of white cloth on snow in the sun. Which melts snow first?
C. Ironing 1. Knitted material requires no ironing 2. Crepe need not be ironed 3. Silk and thin cotton— no starch—easy to iron	What is your opinion of a girl who is content to wear soiled underwear?	References: "Primer of Physiology" Richie "Health Habits" O'Shea & Kellogg Bulletins: "Selection of Clothing for Children" "Selection of Clothing for Women"
VII. Cost A. Relation of cost to service B. Relation of cost to income C. Relation of cost to other garments 1. Additional pieces required for one outfit of underwear 2. Number of suits required to keep clean 3. Durability — A cheap garment may prove most costly 4. Home-made vs. ready-made a. Quality of material b. Workmanship c. Cost of labor	How might a cheap garment prove to be expensive? Would you prefer underwear of good quality with no decoration or of poorer quality with trimmings? Do you consider quality or quantity of greater importance in underwear? Why? Would you prefer home-made or ready made underwear? Do you make your own? Why or why not?	"Textiles"—Marion Weller. U. of Minnesota, Extension Division, St. Paul, Minn. "Clothing Selection for Women" "The Selection of Clothing for Children" Georgia Belle Elwell, U. of Idaho, Extension Division, Boise, Idaho.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
	When might it be best to pay more money and buy ready made? When to save money and make clothes at home?	"Selection and Care of Clothing" Laura I. Baldt, Farmers' Bulletin U. S. Dept. of Agr., 1089 Washington, D. C. Bulletins: "Fashion: Its Use and Abuse" Leona Hope "Artistic Dress" Leona Hope, Univ. of Ill. College of Agriculture Urbana, Ill. "Textiles" Marion Weller Univ. of Minnesota, Agricultural Extension Division St. Paul, Minn. Compare cost, durability, and desirability of ready made and home made undergarments.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
		Illustrative material purchased. Flannelette gown. Flannelette night gown. Cotton crepe gown. Envelope chemise—Philippine hand made Envelope chemise—Trouseau crepe French val. lace. Seco-silk chemise—cotton warp, silk woof, satin trim, lace straps. Envelope chemise—nainsook, French val. insertion, German val. footing. Envelope chemise. Envelope chemise, Berkley cambric, camisole top. Corset cover, camisole top. Corset cover. Silk camisole. Cotton crepe bloomers. Envelope chemise, crepe de chene. Athletic union suit—cross barred lawn camisole top, closed front. Athletic combination, open front, camisole top, apron back, shadow striped nainsook. Athletic union suit, cross barred lawn nainsook, open front. Athletic union suit, cross barred lawn open front, built up straps, fleece-lined low neck, sleeveless union suit. Heavy winter union suit, long sleeves, high neck, cotton (heavy). Winter underwear, long legs, no sleeves medium weight. Winter union suit, Dutch neck, half sleeves, long legs, medium weight.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
		Silk Jersey bloomers. Wool and mercerized cotton, bodice top, ¾ length (long sleeves cost more). Cotton and wool, shaped top, silk trimming, long legs. Silk top union suit. Lisle vest, shaped top, good quality. Jersey bloomers (black, white or pink) elastic band and knee. Jersey bloomers (white, black or pink) elastic band and knee. Jersey bloomers (white, black or pink) no gussets in crotch. Summer union suit, tailored top, tight knee. Italian silk vest, tailored bodice top. Mercerized lisle vest, tailored shaped top. Cotton vest, bodice top, good quality. Closed drawers, knee length, band top, lace trimmed, open knee. Open cotton drawer wide leg, lace trimmed tape fastening. Cotton vest, bad decoration. Mercerized vest, crocheted lace, good decoration. Summer union suit, closed back (apron) tailored bodice top. Summer weight union suit closed drawers, open knee (tailored top). Summer union suit, lisle lace finish, open seat, tight knee.

Outline No. Ten

CORSETS

AIM: To develop in the girl judgment in the purchase and use of corsets. Also to teach elementary physiological facts of respiration, circulation and posture as affected by dress.

SUGGESTIVE LESSONS:

1. Selecting a corset (Demonstration of fitting by corsetiere). (Suitable for older groups).
2. Selecting a corset (Demonstration of types of garments with special reference to comfort and cost).
3. Selecting a corset (Demonstration of types of corsets and corset substitutes with special reference to the relation of this garment to the function and development of the body.
4. Garment to be used in place of a corset—Demonstration of types of garments with discussion of the effect of each on posture, respiration and circulation.
5. Care and repair of corsets—Demonstration of scrubbing and mending a garment.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
I. Functions of corsets A. Control of figure 1. Fashion a. Normal figure beautiful b. Fashion in deformity	Why do women wear corsets? How may a corset affect a woman's figure?	A. Illustrations of fashion in corsets. 1. "Psychology of Dress"—Parsons.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
(1) Lacing (2) Bustles, etc.	What do you think of changing the figure according to fashion?	
2. Firm outline a. Foundation for garments b. Confines flesh		2. "Dressmaking"—Jane Fales.
3. Posture a. Support for back (1) Supplements weak muscles (2) May weaken muscles by disuse	What is the correct posture in standing? Sitting? Walking? How may one's posture affect her health? Is your posture good or bad? How is "posture" related to "gracefulness?" How can you improve your posture?	B. Posture. 1. "The Efficient Life"—Gulick. Doubleday, Page & Co.
b. Abdominal support (1) Surgical (Support for abdomen prescribed) (a) Displaced organs (b) Weak muscles in abdominal wall (2) Supplement muscles of abdomen	What effect has your corset on your posture? Why does the athletic woman not wear a corset? Does she need one? Do you think any strong, healthy woman needs a corset ?	2. "How to Live" Fisher & Fisk. Funk & Wagnalls Co.
c. Bust Brassiere usually takes place of the corset as bust support	Are you comfortable without a corset? If not, what is the reason? What can you suggest as an explanation of the fact that so many girls have backache when they do not wear a corset? Do you consider this normal? If this is true of yourself, what is the reason and how can you overcome it?	Problem: Each girl criticise her own posture and determine what she can do to improve it.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
II. Dangers from wearing improper corsets		Exhibit
A. To respiration 1. Corset tight at top may interfere with action of ribs 2. Prevention of abdominal breathing 3. Lung space cramped 4. Brassiere should be elastic to permit expansion of chest	How may the corset interfere with breathing? With circulation? Might a corset that is not too tight interfere with respiration and circulation? How?	Types of closings Front lace Back Lace No laces "Step in"
B. To circulation 1. Restriction of blood vessels of abdomen, especially abdominal aorta.	What part of the body is covered by the corset? What organs are in this part of the abdomen?	Material Cotton cloth Treco Elastic Silk
C. Pressure 1. Restriction of organs 2. Displacement of organs 3. Pressure on breasts 4. Constant pressure on flesh Ex. over hip bones, top of front stays.	What will happen to these organs if the corset is drawn too tightly? The top of Ann's corset pinches and leaves red marks on her skin. Is this at all dangerous? How avoid it?	
D. Restriction of motion 1. Use of muscles a. Back b. Abdomen 2. Muscle tone a. Healthy body b. Exercise of muscles 3. Grace a. Easy carriage b. Freedom of motion	What is the function of the muscles of the back? The abdomen? How are muscles developed and strenghtened? Is the present tendency to wear corsets more or less constantly? Discuss.	Special Features Elastic top Flare top (Circular cut above waist line to prevent pressure) Flexible bones Low bust Abdominal supporter

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
III. Requisites for a good corset A. Easy but accurate fit B. Flexible bones C. Bones so placed as to cause no undue pressure D. Light and porous as possible E. Not too high F. Flare or elastic top G. Adequate supporters H. Effect of support rather than downward pressure	When you buy a corset what are the things you look for? Mary does not wish to wear a corset but she doesn't know how to keep her stockings up. What can you suggest? What is your opinion of round garters?	Girdles Elastic girdles Negligee supporters Corset waist With shoulder strap Without shoulder strap
IV. Care of the corset A. Cleaning 1. Scrub in warm suds. Hot water will injure elastics 2. Rinse 3. Dry quickly to prevent possible rust B. Laundry	At what age do you think girls should begin wearing corsets? Why? If you were selecting a "first corset" for a young girl what type would you choose? Why? How often will it be necessary to clean a corset? How clean it? How keep it from soiling so quickly?	
C. Repair 1. Renew elastics 2. Mend rips	Have you an old corset which you can put into wearable condition? Tell the class how you did it.	Class demonstration Renovating a corset Scrub Mend if necessary New supporters Illustrative Materials purchased Treco corset (lightly boned) Elastic corset Negligee supporters Corset waist Corsellette

Outline No. Eleven

SHOES

AIM: To develop standards in the choice of shoes based on an understanding of the principles of hygiene and of the relation of function to beauty.

SUGGESTIVE LESSONS:

1. Foot Hygiene—Maintaining normal feet.
2. Selection of shoes for comfort and beauty.
3. Study of foot conditions of class.
   - A. Charts
     1. Outline of bare feet of each pupil.
        - a. crowded toes
        - b. enlarged joint (bunion)
     2. Imprint of each sole of foot of each pupil
        - a. condition of arch
          - normal
          - flat
   - B. Correction of difficulties
     1. Correct shoes
     2. Orthopedic care
     3. Exercise
   - C. Maintenance of normal condition.
4. Care of shoes.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
I. Purpose of Shoes A. Protector of feet	Why do you wear shoes?	Skeleton of foot borrowed from shoe merchant.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
1. From heat 2. From cold 3. From wet 4. From injury by bruising, etc. B. Custom 1. Modesty 2. Fashion	What is the first reason for putting on shoes? Which is of greatest importance to a small child? Which reason is of greatest importance to you?	Illustrate: 1. Arch 2. Parallel toes 3. Straight inner line 4. Motion of foot 5. Broken arches 6. Pinched toes 7. Bunions
II. The Normal Foot A. Shape of foot 1. Wedge shape a. Narrow at heel b. Broad at toe 2. Straight inner line from heel to tip of toe 3. Toes standing slightly separated—not crowded 4. Moderately high arch	What is the shape of a baby's foot? How does this compare with the average adult foot? What is the reason for the difference? Compare the adult foot never in a shoe with the foot that has been shod. (Ex. Fisher & Fisk).	Illustrations: a. Baby's feet b. Feet of aborigines adult (Philipino or Indian never having worn shoes). c. Feet deformed from bad shoes. d. X-ray of feet in proper and improper shoes.
B. Position of feet 1. Parallel 2. Heel and ball of foot on same level	What is the arch of the foot? How does it stay up in the normal foot? What is the position of the feet of a small child when standing or walking? Could a baby walk if it wore high heels? Why?	e. Illustrations of good and bad posture. (See Fisher & Fisk).
C. Relation to body 1. Weight borne chiefly on ball of foot in walking 2. Body held erect in easy position with back straight, chest and head high, chin in	Balance yourself on one foot. Which parts of your foot bear the strain? Do you find it easier to keep your balance with or without shoes?	References: Books— Fisher & Fisk— "How to Live."

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
	Why do women find it harder than men to keep their balance when standing in the street cars?	Kinne & Cooley— "Clothing & Health."
III. Relation of shoes to feet A. Shape of shoe 1. Straight inner line 2. Snug heel and instep 3. Toe room for free action 4. Broad low heel for adequate support 5. Inside of heel should be higher than outside 6. Flexible shank allows movement of arch muscles. Provides for secure fit without downward pressure from laces	What should be the shape of a well fitting shoe? Inside line? Toes? Arch and instep? Heel?	O'Shea & Kellogg— "Health Habits." Ritchie— "Primer of Physiology."
	Does the average shoe conform to these requirements? What is the influence that chiefly determines the shape of a shoe? Can a shoe be truly beautiful if it changes the normal shape of the foot.	Mary Shenk Woolman— "Clothing, Choice, Care and Cost."
	Is there any danger in wearing shoes that do not conform to the shape of the feet? What is this danger?	Pamphlets and Charts— Morse & Burt Co., Carlton Ave., Brooklyn, N. Y. "Are you Interested in Shoes?"
IV. Effect of improper shoes A. Broken arches 1. Weakened muscles allow bones of arches to become spread so that they fall and "flat foot" results.	What is "Flat foot?" What is the cause of "flat foot?"	"Two Feet of Happiness."
	What percent of recruits suffered from flat foot?	6.08% of men examined for military service were rejected on account of flat foot. Third most important cause for rejection. National Y. W. C. A., New York, N. Y.
2. Symptoms a. "Flat foot" b. Painful feet c. Pains in limbs and often in back 3. Due to: a. "Toeing out" b. Excessive strain as in standing too long	How important does the U. S. Army consider feet? What things were done during the war to protect the feet of the soldiers? Discuss "An Army is as good as its feet"	Foot measurement charts Charts illustrating Posture Correct shoes Chinese woman's foot and shoes.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
c. Pointed toes (Encourage toeing out) d. Poorly fitted or stiff arches in shoes e. High heels (if sufficient exercise of foot muscles)		Flat feet, etc. Material for illustration a. Shoes 1. Orthopedic Low heel Broad toe Flexible arch
4. Remedies for broken arches a. Exercise of feet b. Proper shoes c. Arch supports (?)* d. Proper posture Feet parallel Weight on ball of foot	If your arches are weak what can you do to strengthen them, and protect yourself against broken arches? What is a bunion? How can it be prevented? What is the cure for a bunion? What is an arch support? What are some of the dangers from bad posture?	Heel high on inside, straight inner line. 2. Modified orthopedic 3. Fashion models Pointed toe High heel Curved inner line Stiff arch Orthopedic shoe in fashionable and attractive style.
B. Enlarged joints (bunions) 1. Enlargement of joint at base of great toe, usually is inflamed and painful 2. Due to: a. Shoes fitted too short b. Stockings too short c. Pointed toes (Unless carefully designed and fitted pointed toe shoes bend the great toe in toward the center of the foot. This causes strain and pressure on the joint and may cause a bunion)		b. Foot skeleton Illustrate —flat foot —enlarged joint —crowded toes

*Arch supports give relief from pain but may not remove the cause.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
C. Cramped toes—Toes crowded together and often overlapping 1. Due to: a. Pointed toe shoes b. Too small shoes c. High heel	What is your opinion of pointed toe shoes? When would you wear pointed toe shoes? Why does any one wear them? Are they really beautiful?	
D. Corns and Callouses* 1. Caused by undue pressure constantly exerted on same spot 2. Shoes too small 3. Shoes too large 4. Poorly fitted shoes 5. Callous on ball of foot may be caused by broken transverse arch	What is a corn and how is it developed? What remedies can you suggest?	
V. Appearance and beauty A. Appropriateness 1. Occasion 2. Costume 3. Individual 4. Use—must be related to structure of feet they cover 5. Inconspicuous	If a girl who works in a store could have only one pair of shoes what kind would you suggest? What is the most important thing for her to consider? Can a shoe that is correct be beautiful also?	
B. Form 1. Line graceful logical 2. Stability		

*Note: Callous—An accumulation of hardened skin tissue, causing pain by pressure on underlying tissues.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
VI. Cost A. Quality vs. novelty (as affects cost) B. Cheap shoes vs. good shoes	What kind of shoe would you suggest for dress? Why are shoes so costly?	
VII. Foot Hygiene A. Frequent bathing B. Clean, dry hose always C. Proper shoes D. Exercise of muscles	Suggest some measures for keeping the feet healthy. Do you approve of cheap shoes? What is a cheap shoe?	
VIII. Care of shoes A. Shoe trees B. Cleaning 1. Brushing 2. Polishing	What measures can you suggest to keep shoes from losing their shape? What should be done daily to keep shoes in good condition?	
C. Protection from moisture 1. Rubbers 2. Waterproofing 3. Drying a. Shoe trees or b. Stuff loosely with paper c. Dry in warm, not hot place 4. Oiling a. Vaseline b. Foot oil (neat's) c. Other fat	What precautions would you take on a rainy day? Suppose you had no rubbers how could you care for your shoes to keep them dry?	Illustrative Material borrowed from local stores: Regulation orthopedic shoe Modified orthopedic shoe Walking shoe—good lines Walking shoe—pointed toe Dress shoe—good lines broad heel Dress shoe—high heel pointed toe
D. Repairing 1. Heels 2. Soles 3. Rips, tears 4. Strings and buttons		

Outline No. Twelve

OUTER GARMENTS

AIM: To teach girls how to choose their clothing suitably, economically and becomingly, to develop personal standards for cleanliness, neatness and pleasing appearance, and to develop a realization of the relation of the girl's clothing to the family income and expenditures.

SUGGESTIVE LESSONS:

1. Style show—planned and staged by girls.
   a Illustrate—school dress
   sport costume (tennis, hike, picnics, etc.)
   church dress
   street dress
   informal occasions
   party dress, etc.
   b. Class criticism of show.
2. Use of color in dress.
   a. Becomingness.
   b. Color combinations in clothing.
3. Clothing budget—(personal)
   a. Amount of money to be used for clothing.
   b. Plan clothing to be purchased.
4. Principles of selection of clothing.
5. Choice of hats.
6. Accessories of Dress.
7. Care and cleaning of clothing.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
I. Factors influencing choice of a garment. A. Purpose of the garment 1. Suitability a. Occasion (1) Occupation (2) Time time of day season and climate (3) Place home street school, etc. b. Individual (1) Age (2) Appearance (3) Condition (income-resources)	Describe some woman you have seen, whom you consider well-dressed. What constitutes a well-dressed woman? What things do you keep in mind when you choose a new garment? How will your occupation influence your choice? Which do you consider most beautiful, pumps and silk hose or high shoes and heavier stockings? Does the season and the occasions influence your decision? For the girl who earns $75.00 per month would you consider a cloth coat or a fur coat most beautiful? Why?	Illustrative material— Garments borrowed from stores to illustrate: a. Suitability 1. School dress 2. House dress 3. Street dress 4. Party dress 5. Winter dress 6. Summer dress b. Serviceability 1. Quality of material 2. Type of material 3. Standard style vs. fad 4. Possibilities for change, remodeling, accessories 5. Suitable for more than one occasion c. Design 1. Simple and lasting 2. Suitable for tall figure 3. Suitable for short figure 4. Good decoration, logical 5. Poor decoration 6. Logical design 7. Fad or Style show—Girls grouped in committees, each committee responsible for illustrating some type of dress. Girls bring their own or borrowed clothing.
B. Cost 1. Initial cost 2. Value received 3. Cost of upkeep a. Repair and remodeling b. Cleaning and laundry	What things determine the cost of a garment when you buy it? Does its cost to you end with the purchase price? How much of your money do you spend for clothing? Could you spend less and be as well dressed? Could part of the money spent on clothing be spent for something else that would give you greater pleasure?	

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
	Have you ever paid more for a thing than it was worth? Why did you do it?	Problem: Plan your clothing for a year and estimate the cost. What percent is this of your income? On a basis of this percent estimate the cost of clothing for the family for one year. Compare with average for a family your size.
B. Satisfaction 1. Service a. Quality (1) Material (2) Construction b. Style (1) Inconspicuous (2) Won't tire quickly 2. Fashion a. Influence or choice b. Extremes of fashion c. Fashion vs. beauty d. Cost of style cost of production possibility of loss seasonal employment	Which garment would give the greatest satisfaction in your opinion, a serge dress at $15.00 or one at $9.00? Why? What do you mean by satisfaction in this connection? Are things that are fashionable always beautiful? Discuss as related to some popular fad. Ex. Galoshes. Are things that are beautiful ever really out of date? Do you consider it wiser to buy the last word in fashion or to buy less fashionable garments? Why? Would you prefer to be fashionably dressed or beautifully dressed? Why? Why is the latest fad expensive at first? Why are "fads" soon sold at sale prices? Why are staple goods and styles less variable in price? What is your responsibility as a buyer for rapidly changing styles?	Using your family income as a basis, plan clothing for yourself for one year. Class score appearance of volunteer group of girls and take average of total and of separate items. Score card for general appearance: 20—Appropriateness dress ..... 10 accessories of dress..... 10 20—Becomingness color ..... 10 design ..... 10 10—Neatness ..... 10 10—Fashion ..... 10 20—Cleanliness personal ..... 10 clothing ..... 10 20—Hair neatness ..... 10 becomingness 10 100

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
3. Beauty a. Becoming to individual (1) Color (a) Relation to complexion	What would influence your choice of a color?	See "Outline on Color." This series.
(b) Relation to hair and eyes	How can you determine whether a color is becoming to you or not?	
(c) Relation to use Time Place Garment	If a color is not becoming, how can you help to make it so?	
(d) Relation to other garments	Would you choose colors that are fashionable or colors that are becoming? Why?	
(2) Line (a) Relation to figure 1. Posture erect graceful easy	If one has a faulty posture can she ever look well-dressed?	See outline of "Personal Appearance."
	What is the correct posture? What is your opinion of the popular slouchy posture?	
2. To emphasize height long lines straight silhouette	What lines are most becoming to a stout person? What should she avoid? What lines are becoming to the thin person?	"Decoration exists to emphasize and make structure stronger and also to add beauty to the object decorated."
3. To emphasize width crosswise outstanding decoration full pockets ruffles sashes over skirts, etc.	Where do you prefer to decorate a garment? Why?	"Decoration exists to strengthen structure and make more beautiful the object on which it appears. Ornamentation on the other hand exists to exploit itself at the expense of the things upon which it is applied."

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
4. Structure of garment a. Logical (1) related to use (2) related to form of body — not distorting b. Decoration (1) emphasize structure of garment of body (2) beautify garment on which it is used	In 10 years from now which will be most ridiculously out of style, one of the straight line dresses that follow the outline of the body, or one of the very short full ones with puffs and drapes? Why? Ann has a new dress which slips on over her head and is finished with a belt. June has a new dress which is so complicated she can not fasten it alone. Which is more sensible? Why?	
II. Planning the wardrobe (Low cost) A. Quality vs. quantity B. Unity 1. Color scheme 2. Relation of garments to one another a. Lines b. Texture c. Type of garment — Ex. heavy shoes with soft silk dress.	Mary buys one outfit each spring and fall and wears it until it is worn out. What are the advantages of this system? The disadvantages? Ann's winter coat is dark green, how may that influence her choice of a new hat? Ann has a good silk dress but no coat or suit. What shall she buy for spring?	Accessories of dress. a. Collars and cuffs 1. Washable pique 2. Washable organdy 3. Washable lace 4. Washable net 5. Pleated—not washable 6. Over decorated, not washable b. Ties c. Ribbons d. Corsage bouquets e. Beads f. Bags

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
C. Simple garments 1. Not conspicuous when out of style 2. Serve more uses. Use of accessories 3. Less tiresome	Compare a simple dress with accessories with a more elaborate dress without accessories, as to: 1. Occasions on which it can be worn. 2. Cost. 3. Amount of care necessary. 4. "Well dressed" appearance of wearer.	Helps for daily care Shoe trees Roll of stiff paper to use as tree Coat hanger Spot removers Demonstration of spot removal
D. Accessories of dress 1. Value of a. Interest and beauty b. Variety to costume c. Suitability to occasion d. Color e. Cleanliness	What do you understand by the term accessories of dress?	References: Books "Principles of Correct Dress," Florence Hull Winterburn, Harper & Bros. "What Dress Makes Of Us," Dorothy Quigley, E. P. Dutton & Co.
2. Types of a. Collars and cuffs b. Ties c. Bolts and sashes d. Beads and necklaces e. Pins f. Ribbons g. Corsages h. Hats i. Shoes and hose j. Gloves k. Veils l. Bags m. Parasols, etc.	Enumerate all the "accessories" you can think of. Why are they valuable?	"Shelter and Clothing," "Clothing and Health," Kinne & Cooley, MacMillan Co. "Clothing for Women," Baldt, Lippincott.
3. Choice of a. Suitability b. Durability c. Cost	Which do you consider of greater importance a good dress in good condition or good (clean and well kept) shoes, hat and gloves? Are "pleated organdie" collars and cuffs a good investment? Why? How might one have clean, attractive collars and cuffs at a low cost?	"Clothing—Choice, Care and Cost," Woolman, Lippincott. "Shelter and Clothing," Woolman & McGowan, MacMillan Co. Bulletins: Farmers Bul. 1089, Selection and Care of Clothing. "Fashion, Its Use and Abuse," Leona Hope, University of Illinois, Urbana, Ill. "Successful Family Life on a Moderate Income," Mary Hinman Abel, Lippincott Co. "Spending the Family Income," S. Agnes Donham, Little, Brown & Co. "Artistic Dress," Leona Hope, University of Illinois, Urbana, Ill. "Selection of Clothing for Women," "Selection of Clothing for Children," Georgia Belle Elwell, Univ. of Idaho.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
III. Care of clothing A. Daily care 1. Shoes a. Trees b. Rubbers c. Cleaning d. Oil-soles and uppers e. Water proofing	What things can you do to keep down your clothing bills?	Problem: Class Demonstrations a. Cleaning clothing 1. Washing in gasoline 2. Removal of spots dry cleaner sponging 3. Sponging and pressing b. Cleaning gloves c. Care of shoes (Pupils may prepare and give these demonstrations in small groups).
2. Coats, suits and dresses a. Hangers b. Protect from dust c. Protect from soil change apron shields linings d. Frequent brushing e. Removal of spots, etc.	How can you prolong the life of your clothing? How take care of your shoes? How can you protect your outer clothes when you are wearing them? How to care for shields and linings when you put them away?	Removal of stains from Clothing and Other Textiles, Farmers' Bul. 861. "Selection and Care of Clothing," Farmers' Bul. 1089. "Making Clothing Last Longer," Agnes Boring, Univ. of Wisconsin, Cir. 113. "Care, Repair and Remodelling of Clothing," M. Jane Newcomb, Penna. State College, State College, Penna. "Care of Clothing," Extension Notes No. 21, Michigan Agricultural College, East Lansing, Mich. "The Care of Leather," Farmers' Bulletin 1183.
B. Occasional care 1. Dry cleaning 2. Sponging and pressing 3. Mending and repairing 4. Remodelling 5. Laundering 6. Storage	What do you do with your clothing at night? Why?	

Outline No. Thirteen

COLOR

AIM: To develop an appreciation of color, its use and harmonious combinations especially as related to dress, and home furnishing.

SUGGESTIVE LESSONS:

1. Use of color in dress.
   Becomingness.
   Color combinations in clothing.
2. Use of color in the house.
3. Principles of color combinations.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
Color	How many colors are there?	a. Colored ribbons 1. Primary—red blue yellow full intensity and pure color
I. Primary colors— Red, yellow, and blue	If you went to buy a box of paints how many colors would you buy?	
II. Secondary Green, orange, and purple	Which ones would you have to have? Could you make any other colors from these?	2. Secondary colors orange green violet
III. Other colors Combinations of two or more primaries with each other or with black or white.	How would you make any other colors from these? How would you make green, orange, purple? Name the primary colors. Name the secondary colors.	3. Tertiary color—russet, etc.
IV. Color harmonies A. Harmony by contrast 1. Complementary scheme a. Complete color cycle. The composition of any primary is the result of the combination of the other two.	Look at a spot of yellow (held against a white ground) intently for 60 seconds. Look away—what do you see? Try the same with red—with blue. The color you see is the complementary color of the one you looked at intently.	b. Hold primary color against a white mat. Have students observe intently for 60 seconds. Remove color. Complementary color visualized.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
		Illustrate complementary color schemes. 1. Ribbons 2. Pictures
b. Red—Compl. is green blue—Compl. is orange yellow—Compl. is violet	Do you like the complementary colors together? (Illustrate with pictures from magazines, etc.) How could you use the blue and orange scheme in clothing?	c. Pictures illustrating (can be cut from magazines) 1. Complementary schemes 2. Neutral colors 3. Small spots of brilliant color.
B. Harmony by similarity 1. Similarity of hue a. Several colors containing the same color may be harmonious. Ex.: Green and blue (blue is common to both) green and orange (yellow is common to both)	Are the blues as blue and the oranges as orange in the picture you like as they are in the paint box?	
	Do you like the intense colors together?	4. Tints of colors 5. Shades of colors 6. Same value of inharmonious colors
	When they are covered with black chiffon, do you like them? What do you mean by "soft" colors? What do you mean by "crude" colors? What is a neutral color?	
b. Tones of the same color are harmonious Ex.: Pale and deep yellow	What is a tint?	d. Cloth of various colors to illustrate becomingness to individuals.
2. Similarity of value a. Tints of the various colors are harmonious. b. Shades of various colors are harmonious in combination. c. Any colors closely related in value may be harmonious.	What is a shade? Aggressive colors—reds, yellows, orange, and purple. Recessive colors—blues, greens, blue violet. Describe a pretty combination of colors found in nature. Why do you like it?	Select types from class and try the colors next their skin. Try white between color and skin.

SUBJECT MATTER	SUGGESTIVE QUESTIONS	REFERENCES AND ILLUSTRATIONS
3. Neutral colors are harmonious. (They contain grey in common). 4. Colors otherwise inharmonious may be rendered harmonious by being joined with a common color. Ex.:—Intense colors joined by a black outline.	Why can you use pink, lavender, pale blue, pale green, and pale yellow embroidery on a pink camisole and have it pretty when you don't like the intense green, purple, red, yellow, and blue together? I want to arrange a basket of fruit to put in the dining room. What colored fruits would be pretty to use together? Why?	Give examples found in nature of colors harmonious because 1. They contain a common color 2. Tones of the same color 3. Different hues of same color 4. Neutral colors 5. Use of a color as an outline or background for combined colors.
V. The use of colors in dress. A. Intense colors should appear in small areas. B. Large areas of color should be neutral in tone unless conspicuousness is desired. C. Becomingness 1. Relation of color of clothing to: (a) Color of skin (b) Color of hair (c) Color of eyes D. Relation of color to use of garment. 1. Occasion, time and place 2. Occupation 3. Climate conditions 4. Number of times garment is to be worn. Ex.: Inconspicuous colors for every day wear. 5. Cost of cleaning.	What would influence your choice of a color for a new dress? What colors look best on a dark haired person? (Choose person from class) light haired person? One of medium coloring? What can you do to make an unbecoming color more becoming? What colors are suitable for school? In summer? In winter? Does your mother choose the same colors you wish to wear? Why? If peacock blue is a fashionable color and you need a new coat, will you buy a peacock blue one? Justify your decision. What things might make you decide to buy another color, probably less fashionable?	References: "Principles of Correct Dress," Winterburn. "Clothing for Women," Baldt. Bulletin: "Color in Dress," Leona Hope, Univ. of Illinois, College of Agriculture, Urbana, Ill.

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